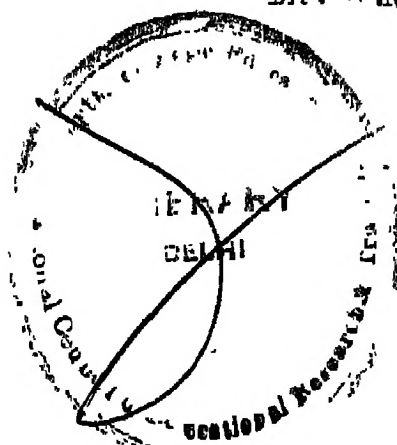


REPORT
ON

THE REGIONAL CONFERENCE OF HONORARY DIRECTORS
AND COORDINATORS OF THE PRIMARY EXTENSION
SERVICES CENTRES OF THE SOUTHERN REGION HELD
AT DHARWAD FROM 22ND NOVEMBER TO 25TH NOVEMBER
1965.

COMPILED BY

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A.(i)INTRODUCTION

The Extension Services Centres have now been in operation for the last three years. Last year a work-conference was called to discuss the work done and to lay down the lines of action for the future. This year it was thought necessary to hold Regional Conferences. The advantage of meeting in the Regional Conference is that the number of participants is small and this makes it possible to discuss matters relating to each centre closely and to examine the working of a region as a whole. Therefore, it was decided to hold the Regional Conference one each in North, West, South and East. The conference at Dharwar was the first of this kind.

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(2) PROCEDURE ADOPTED

The procedure for holding and conducting the Conference was finalised in a number of meetings held at the Department of Basic Education. The following steps were taken in this direction:-

- (a)
1. The Hony. Directors were requested to write their annual reports, cyclostyle them and keep them ready for distribution in the conference.
 2. They were requested to write a detailed report on one significant activity carried out by the centre during the year.
 3. They were also requested to collect specimens of teaching aids prepared by the schools, the centre and bring them over to the venue of the conference.
 4. In order to draw the agenda of the conference, a tentative list of items was drawn and was sent to all the Hony. Directors and Coordinators for consideration. They were requested to suggest items for the agenda.
- (b) Hony. Directors were requested to write papers on specific titles, the aim in doing so was to discuss the papers in the light of the experience of Hony. Director concerned.

In the light of the suggestions received from Hony. Directors, a tentative agenda was prepared and was further discussed in a staff meeting of the Department of Basic Education. The agenda was further finalised at each conference. A copy of the agenda is placed at appendix A.

The Regional Conference at Dharwar was attended by the Extension Personnel, Hony. Directors and Coordinators.

-nators of the five centres, namely, Hyderabad (Khairatabad), Dharwar, Mysore, Attingal and Ranavarampuram. The Hony. Director and Coordinator of Raychoti could not attend.

Shri Mari Raj, Director, State Institute of Education, Dharwar directed the conference.

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(3) INAUGURAL SESSION

The Conference was inaugurated by Shri Vasudevia, Director of Public Instruction, Mysore. Shri Vasudevia expressed satisfaction at the speed of the programme of national reconstruction in the country. He stated that elementary education had not yet received the attention that was due to it. He pointed out that though the country appointed a number of commissions to suggest improvements in the field of University and Secondary Education, nothing had been done to improve elementary education. He however, felt happy that the Government and the National Council of Educational Research & Training were now seized of the problem and were taking effective steps towards improving the quality of education. The establishment, therefore, of extension services centres at elementary level was of great importance. He, however, cautioned that the National Council of Educational Research & Training should not be in a hurry to transfer the centres to the States. The Extension Centres had to difficult and important work^{to}/do. They must be given time to develop procedures of work and for this they must be given time. Elementary education needs to be developed by the introduction of new techniques of teaching. This was the task of Extension Centres. In carrying out this work, he pointed out the State Institutes of Education had great responsibility. He thought that the State Institutes were the power-houses of work from which the new light should spread towards the whole State and guidance should be given to the workers in the field of elementary education. He expressed the hope that State Institute of Education, Dharwar would be able to give guidance to the Extension Centres in.

Mysore. Shri Vasudevia expressed the view that the present number of Extension Centres is very small and ^{these} / may not be very effective. He therefore suggested that if each teacher training school and college adopted a school situated around it, much can be done to improve the quality of education. He, therefore, suggested that training schools and training colleges should carry out Extension work in addition to imparting training.

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B. WORK SESSION

(1) WORK DONE BY THE CENTRES

(i) Annual Reports

(a) Extension Services Centre, DHARWAR.

The main features of the report presented by Dharwar Centre were as under:-

1. Teaching of English in standard V.
2. Teaching and reading in standard I.
3. Projects on:
 - (i) Text-books. (ii) Clay modelling. (iii) Improvement of attendance. (iv) Question box. (v) Assignment system. (vi) School uniform.

The report on each activity was discussed. The Hony. Director however, could not throw much light on the procedure adopted for carrying out the projects. It was also not clear if the programmes and activities adopted had relevance to the objectives. A participant asked if the supply of dates to students in the project on Improving Attendance had in any way increased the attendance of students after the supply was made. The centre had no record to show its effect. Clarifications were also sought regarding the project on question box. The Hony. Director explained that one box was provided to each school where students deposited some questions, to which answers were given by teachers in the General Assembly. The Hony. Director claimed that this brought about a spirit of enquiry among the children. The participants suggested that centre should maintain records of all activities.

(b) Extension Services Centre, MYSORE

The important features of the report presented by Mysore were as under:-

1. Seminar on physical education.
2. A Training Course on National Anthem and Flag Hoisting.
3. A Seminar on General Science.
4. A Seminar on teaching in second standard.
5. Projects on:-
 - (a) Question box. (ii) Kitchen-gardening.
 - (iii) Self-Government. (iv) Cleanliness. (v) Games. (vi) Children Corners. (vii) Improvement in handwriting.

The discussion mainly entered round the improvement in hand-writing and the seminar on teaching in Social Studies. A five days seminar was conducted on teaching of language. Special clarifications were sought with regard to the conduction of the seminar. Participants wanted to know how it was possible to organise a seminar like this within a very short period of five days and how could attention be paid to the teaching of so many subjects simultaneously. They also wanted to know the procedure adopted for teaching these various subjects during the days of the seminar. Another point of view was that the approach to the project was original in so far as the elementary level is concerned. Teaching at the elementary level should have an integrated approach and the project had attempted this. The Hon. Director pointed out that this seminar was just a beginning and would lead to many more in the direction. With regard to the holding of seminar on the teaching of science, clarifications were sought with regard to methods adopted for teaching science in class I - VII during the seminar. The Hon. Director clarified that during the conference general approach was discussed.

(c) Extension Services Centre, RAMAVARAMPURAM

The main features of the report presented by Ramavarampuram Centre were as under:-

1. Survey of schools.
2. Health Education Programme in schools.
3. A course on the teaching of Hindi, English, Mathematics & Science.
4. Projects on:
 - (a) Developing civic sense in children.
 - (b) Improving general knowledge in children.
 - (c) Improving school community relations.
 - (d) Improving science education.
5. The centre had brought out the following publications:-
 - (i) Five point programme of basic education.
 - (ii) Brochure on celebration.
 - (iii) Graded problems of mathematics in standard III - VII.
 - (iv) Reports of refresher courses.
6. Leadership in defence efforts. In this connection the centre collected more than Rs. 8500/- from the associated schools for the defence fund. The staff of these schools served the Village Defence Committees, paid visits to the bereaved families of the Jawans and did other necessary jobs.

The report was discussed. Some of the observations made are as under:-

1. The survey conducted by the centre drew much attention. Number of clarifications were asked for by the participants. One of them asked if rating of the schools as A,B,C,D,---- did not create an adverse attitude amongst schools in relation to the extension centre. It was, however, appreciated that

the centre had made an attempt to know the exact position of schools and helped them to organise programme accordingly. A suggestion was made that the schools may not be told about their position, but efforts may be made to help them to grow.

The centres had given prizes from the grants given by the Department of Basic Education. Enquiries were made by other centres if they could also do so. The centres were told that no prizes can be given from the grants granted by the Department of Basic Education to the schools.

During the discussion it transpired that the centre had actually involved teacher educators and other resource persons in its work. This was appreciated.

(d) Extension Services Centre, KHAIRATABAD

The main features of the report presented by Khairatabad Centre were as under:-

1. Development of hand-writing scale.
2. Workshops on science teaching, health and hygiene.
3. Exhibition and Science Fairs.
4. Projects on :-
 - (a) Care of text-books. (b) Organisation of exhibition. (c) School beautification. (d) Vitalising teacher training institute.

The project on care of text-books provoked discussion. Hony. Director was requested to give detail of the plan which he did. Text-books were supplied to some students by the centre and the students were asked to read books in the school and deposit them back in the school. This developed happy attitude among students in as much as they started to take care not only of their own books but also of other personal things. The project helped in projecting the life of text-books. The centre however has not yet worked out the implication of the project and the Hony. Director could not say the extent to which the project was successful in preserving the life of the text-books.

The project on vitalising the programmes of the school also provoked discussion. The participants wanted to know what exactly did the training staff do in adopting the elementary school. The Coordinator explained that the chief objective of the project was to establish new link between the training schools and elementary schools and to lay down two way traffic. Under this scheme the teacher educators go to elementary schools twice a week. Teacher educators are expected to guide the teachers to improve and help them in identifying their problems and find out solutions to them.

(e) Extension Services Centre, ATTINGAL

The main features of the report presented by Attingal Centre were as under:-

1. Improvement of hand-writing.
2. Development of utilisation of news bulletins.
3. Self-Government in school.
4. Celebration of festivals.
5. Seminars and workshops were held on the following:-
 - (a) Improvement of general science. (b) Social studies. (c) Mathematics. (d) and Malayalam.
6. Improvement of examination.
7. Securing community assistance for improving school.

The effort of the centre to improve the examination by conducting examination of all the schools was discussed. Questions were raised if conducting a common examination without improving the quality of question paper can be called examination reform. It was suggested that the centre may enlarge the scope of the experiment and look at the problem from the point of view of improving the method of teaching, setting the question paper, introducing of new types of texts and so on.

(ii) Report on Significant Activities

(a) Extension Services Centre, DHARWAR.

The centre reported that its significant activity during the year was the special emphasis paid to the teaching of English from standards I-V. This was done by holding a workshop of teachers of English of the associated schools. The participants wanted to know how it was possible to cover all standards from I-V during the course of a single seminar. They were of the view that too much was attempted during this period and wondered how far it could be effective. The Hony. Director would not throw much light on what was done in schools with regard to the project.

(b) Extension Services Centre, MYSORE.

The significant activity of the Centre was conducting of a seminar for teachers of standard II for teaching of all subjects. The participants observed that the objectives of the seminar were very general in nature. Some observed that there was no necessity for the teachers to know the methods they had already studied during the training period. Doubts were also raised with regard to the extent to which teaching of so many subjects of class II could be attempted within so few days. Some of the participants however, were of the view that teaching in an integrated way at the elementary level was important and therefore, the project of the centre deserves consideration for further amplification and development.

(c) Extension Services Centre, RAMA V. RAMPURAM

The main significant activity of the centre was the teaching of Mathematics in primary classes. The objectives of the activity were to help teachers to identify the problems and help them to find solution to them. The participants wanted to know the procedure adopted by the centre for knowing difficulties of the teachers. The centre reported that it had collected a number of problems from the teachers from all the centres and conducted seminar on the basis of these problems.

(d) Extension Services Centre, KHAIRATABAD

The significant activity of the centre was the development of hand-writing scale and the improvement of hand-writing. The project made an attempt to find out elements that constitute good hand-writing.

The project was appreciated by the participants and they wanted the centre to give full details of the project. The centre gave some details of the procedure adopted for the development of the scale. It was felt that the project needs further development and suggestions that the centre may give more thought and time to it.

(e) Extension Services Centre, ATTINGAL

The significant activity of the centre was the improvement of academic standards in lower primary and pre-primary schools. The participants wanted to know what was actually the procedure adopted for improving the standards. One of the steps stated was that progress report cards were sent to all the centres. It was, therefore, felt that though progress report was used it cannot constitute a major item towards the improvement of standards of work in a school. The centre could give any further details about the methods adopted for improving the standards.

(iii) FOLLOW UP WORK CONFERENCE HELD
AT MYSORE

One of the important recommendations of the Mysore Work Conference was that the centres should carry out Minimum Basic Education Programme in the associated schools. Dharwar, Mysore and Andhra Pradesh centres regreted that it was not possible for them to carry out this programme to any measure. Dharwar Centre said that the Coordinator was a part time worker and he did not have much time to devote to extension work. Mysore stated that there had been too many changes in the Coordinator's position and this was one of the reasons why it could not carry out the decisions of the Mysore Conference. Khairatabad stated that the Coordinator did not have much time to go to centres which are situated in both parts of the capital i.e. Hyderabad and Sikan-derabad and therefore, much could not be done to carry out the recommendations of the Mysore Conference.

Attingal centre observed that it could not implement the recommendations on account of double shift in school in that area. Ramavarampuram, however, stated that it could carry out some recommendations of the conference.

(iv) FOLLOW-UP OF STATE LEVEL CONFERENCES

The Kerala State observed that the State Level Conference held at Kerala was mainly conducted by the Directorate of Extension Programmes for Secondary Education and very little was done so far as Elementary Extension Services Centres were concerned. No detailed discussions took place and no recommendations were considered. They, therefore, had nothing to report.

Extension Services Centre, MYSORE

The Mysore Centre also reported that the State Level Conference was mainly devoted to the problems of Secondary Extension and nothing was considered about the Elementary Education. No recommendations were made and no problems discussed. Therefore, the centre had nothing to report.

Extension Services Centre, KHAIRATABAD

Khairatabad Centre reported that most of the recommendations of the State Level Conference were considered and detailed reports were sent to the Department of Basic Education. The main points on which action was carried out are as under:-

1. The school should prepare plans for their own improvements.
2. The Extension Services Centre should work in close collaboration with the State Institute of Education particularly in matters relating to action research and for bringing out publication of importance.
3. The Annual Plan of an Extension Services Centre should be properly oriented. Care should be taken for the selection of resource persons invited to participate in extension work.

(2) DISCUSSION ON PAPERS PRESENTED

(i) Preparing the Annual Plan

Dr. G.N.Kaul, Field Adviser, initiated the discussion on preparing a plan of work by the centre. Dr. Kaul began by discussing the existing practices of preparing a plan. He stated that usually the Coordinators or the Hony. Directors sit to prepare the plan and subsequently get it approved by the Advisory Committee. The number of Seminars, Workshops etc. are fixed up arbitrarily without reference to the plans and programmes of schools. Similarly the number of participants is determined at random. The topics of discussions are also fixed according to the importance attached to it by the Coordinator and the Hony. Director.

Dr. Kaul emphasised that distinction should be made between the plan of a school and that of a centre. The plan of the centre should be based on the requirements of the plans of the schools. It should also take into consideration the requirements of other important agencies like the following:-

1. The Department of Education, Governmental rules and regulations, the syllabus as prescribed by the State and the needs of the Department.
2. The Inspectors of Schools and the needs of the school as understood by them.
3. Subject area including Arts & Crafts, weak areas, strong areas, special programmes etc.
4. The State Institute of Education, its plans and programmes.
5. The Community and its needs.

He suggested the following procedures for preparing the plans:-

1. Conduct surveys to find needs of schools.
2. Ask schools and other agencies to prepare plans.

3. Help Head-teachers to prepare plans and help them to hold staff meetings to locate problems.
4. Keep in touch with the Department of Education and Inspectors and know their plans and needs.
5. Consult the State Institute of Education for its plans and programmes.
6. Prepare the plans of the centre on the basis of these needs.
7. Place the plans before the advisory committee for its consideration.

He suggested that the plan may show the following:-

1. Programmes in the field of curricula area.
2. Co-curricula area.
3. Organisation and administration area.
4. Arts and Crafts.
5. Library services.
6. Publications.
7. Visitations.
8. Special programmes.
9. Evaluation.
10. Advisory Committee.
11. Follow-up.
12. Resources necessary.

The discussion that followed suggested that the plan should be properly phased and it should preferably be shown quarterly. This will facilitate the reporting through the quarterly reports. A suggestion was offered that the Department of Basic Education should give its comments on the plans immediately on receiving a copy of the plan. Enquiries were made if it was necessary for the Centre to get the approval of the State Department of Education or the Advisory Committee before it

Centre should not wait for the approval of the State Department of Education or the Advisory Committee but it should proceed with its work and should in due course get the approval of these bodies. The plan should not be rigid but it should be flexible and suggestions that may come from the Department of Education or the Advisory Committee or the Department of Basic Education should be included in due course.

(ii) PROFORMA FOR QUARTERLY REPORTS

The discussion on improving the proforma for quarterly reports was initiated by Shri M.R.Chilana, Field Assistant. Shri Chilana first dealt with the shortcomings of the existing proforma. He said that it does not present^a picture of the work done at the centre. It emphasises the quantitative aspect of the centre and does not give any idea of the qualitative work done. It also does not provide any opportunities to^{the} Department of Basic Education for giving suggestions to the centre. He stated that before evolving the proforma we should examine what its purposes are. The main purposes with which the quarterly report is written are as under:-

1. It should help the Hony. Director and Coordinator to evaluate/assess the work of the centres.
2. The information content should help the Department of Basic Education to understand:-
 - (a) How greater assistance can be given to the centre.
 - (b) How over-all programmes of the centre can be organised with a view to make them more effective.
 - (c) What procedures are adopted to carry out the programmes with a view to revise them and improve them.
 - (d) How to use the quarterly reports for picking up significant activities and making them known to other centres through the Extension Newsletter or any other means.

He suggested that the proforma might give information in the following five areas:-

1. Statistical statement of the activities.
2. Details of group activities.
3. Descriptive note on the most significant activity.
4. Statement of the difficulties experienced by the centre.
5. Financial aspects.

The participants were given sufficient time to go through the proforma and suggest improvements to it. The participants felt that the proforma was detailed and would require much time to fill it. It was suggested that ways may be found out to simplify it so that the Coordinator has not to spend time mostly on writing the report. Some centres pointed out that they had to send copies of the quarterly reports to all the centres and also to the State Department of Education and other officers concerned. It was pointed out that it was not at all necessary to send copies of these reports to other centres. The reports should be sent to the State Department of Education and the Department of Basic Education only. A suggestion was, however, made that the quarterly reports may be so framed as to give information on the following points:-

1. The plan of work proposed for the quarter.
2. Its implementation during the quarter.

(iii) IMPROVEMENT OF SCIENCE TEACHING IN PRIMARY & MIDDLE SCHOOLS

Shri H.B.Majumdar, Head of the Department initiated the discussion on 'Improvement in the teaching of Science'. He gave a graphic account of the way in which science is being taught in primary and basic schools at present. He contrasted it with the great importance that the country attached to the teaching of Science and the need of developing a scientific attitude amongst school children. He stated that some attention was being paid to the teaching of science at the secondary level but not much had yet been done at the elementary level. Extension Services Centres, therefore, have a great responsibility in improving the teaching of science in its associated schools. The attempts that the Centre may make should naturally be scientific and should be related to the objectives of teaching science. He then suggested a few ways in which it may be done. Some of the steps are as under:-

1. The centre should conduct a survey which should amongst other things include the following.
 - (a) The content taught in each class.
 - (b) Methods of teaching followed at present.
 - (c) Apparatus available in schools.
 - (d) Methods of evaluation now in use.
 - (e) Identifying the difficulties of teachers teaching science.

2. The centre may use any other method to collect this information and when this is done, a Conference of Head-teachers and teachers may be organised to discuss the data collected and draw out plans of improvement for each school. The Extension Services Centres may hold conferences for each area. Each area may have its own teaching aids etc. prepared during the year.

(iv) Bringing Community closer to the
S C H O O L .

Shri M.R.Chilana, Field Assistant read out the paper on 'Bringing Community closer to the School'. He remarked that it is one of the main functions of the Centre to improve the relations of the Community and the School. Education in our country is no longer isolated from the people. With the acceptance of the principle that ^{the} basic function of the school is to improve the quality of the human being, the responsibility of the school transcends the limited educational programmes usually provided within its four walls. Education in fact has become peoples movement and the school can hardly afford to remain in an ivory tower detached from its life. To make it life centred, closeness of Community becomes inevitable. The school has in fact a definite part to play in bringing about social change. The following steps may be taken to bring about this change:-

1. The school should understand the Community.
2. It should help the community to understand the school.
3. It should have programmes to serve the community.
4. It should induce the community to meet the needs of the school.

The school is in an advantageous position being a centre of learning and has, therefore, the primary responsibility of taking initiative in bringing the community closer to the school.

Possible Activities

The following activities may be taken up for implementing the programme:-

(A) What the school can do for the Community.

(i) Establishing Parent Teacher Association.

(ii) Providing entertainment to the community

through exhibitions, dramas and other cultural programmes.

- (iii) Keeping the parents informed of the academic programmes and other activities of the school.
- (iv) Keeping school resources available for the public i.e. (a) library, (b) school building etc.

(v) Paying visits to home by teachers.

(iv) Rendering social services:-

- (a) Doing cleanliness parades.
- (b) Literacy campaign.
- (c) Helping in community fairs.
- (d) Local functions.

(vii) Organizing child study groups.

B. What the Community can do for the School.

- (i) Helping the school to form citizens committee and committees for schools.
- (ii) Making available to the school resources of the community.
- (iii) Meeting school needs like repairs to buildings and furnitures.
- (iv) Encouraging community participation in school functions.
- (v) Providing water facilities.
- (vi) Making provision for mid-day meals.
- (vii) Helping the school to achieve the target of compulsory education.
- (viii) Helping the school in retaining the students etc.

(v) COORDINATOR'S LEADERSHIP

Dr. G.N.Kaul, Field Adviser read out the paper on 'Functions of a Coordinator'. Dr. Kaul began with explaining the meaning and significance of Extension at the elementary level. He described in some detail the conditions under which teachers in primary schools and teacher educators in Teacher Training Schools are working. He said that teachers at the elementary level were poorly qualified, poorly paid, inadequately and poorly trained and sadly administered. He said that under these circumstances it is idle to expect imitative and enthusiasm from them. He would like to follow the routine as it gives him security. Departure from routine involves a kind of in-security particularly for these teachers who are not sure about the new methods and techniques that they are expected to use. An atmosphere like this is always surcharged with resistance of change.

The Coordinator, therefore, has to work in an atmosphere which is full of resistance and which is dominated by love for routine. One of his fundamental functions is, therefore, to break this atmosphere and make teachers want to improve. Improvement can take place only if teachers want to improve themselves.

Similarly the Coordinator has to develop an atmosphere in which the schools want to change. One of the responsibilities of the Coordinator is to initiate new changes and innovations in schools. A Coordinator is not supposed to have answers for all questions. It is not necessary for him to know all the subjects that are being taught in a school. What is necessary for him is that he should know the local talent which he can utilize. He must draw a list of resource personnel from which he can draw help as and when the need arises.

A Coordinator should also know a variety of materials that are needed by the school. He must know the source of the material so that he can refer that source to his teachers. Teachers' organisations are at present engaged in many activities but few of them are interested in the professional improvement of teachers. The Extension Services Centre could render valuable services if it could channelise the thinking of the organisation in this direction and help them to organise professional clubs and associations. All this is very important and responsible work and should give an idea of the qualities that a Coordinator should have. Some of the qualities are:-

1. The Coordinator should possess the ability to accept the uniqueness of every individual teacher.
2. Locate and help to grow the latent qualities in them.
3. Help each according to his aptitude and interest.
4. Restore confidence to teachers.
5. Bring Extension nearer to the training school and help it in making it an integral part.
6. Cultivate the art of maintaining good human relationship.

To carry out his work successfully, a Coordinator should:-

1. Get acquainted with the methods of Extension.
2. Have full idea of the weakness, strengths of each school.
3. Locate teachers and Headmasters with initiative and begin working with them.
4. Locate resource personnel in the locality.
5. Help teachers and Headmasters in identifying their problems.

6. Help them in preparing plans of work.
7. Pay visits to schools for various purposes.
8. Help teachers to evaluate the work of the school.
9. Evaluate the work of his own centre.

(vi) EVALUATING THE WORK OF AN
EXTENSION CENTRE.

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Shri B.Mari Raj presented a paper on 'Evaluating the work of an Extension Centre'. He said that in conducting a piece of work or a project one usually wants to know what are the purposes of an activity for which the project was started and to what extent they have been achieved. This effort to know the extent of progress achieved with a view to improve it further could broadly be called evaluation. Evaluation is a continuous process. The Extension Services Centres all over the country have launched improvement programmes and are working with a number of schools. It is, therefore, natural that Extension Services Centre should know the progress it has achieved in its work and base further programmes on the basis of this experience. Evaluation can be made at two levels, the centre and the school level. The centre should find out how far it has succeeded in its work. It should, therefore, evolve ways and means of evaluating its own work and also the procedures and methods that it employed in working with schools.

The participants suggested that evaluation should show the impact of the centre on both the teachers as well as the students. It was also suggested that evaluation should keep in view the objectives and programmes of the activity evaluated constantly in view. A step suggested in this regard was that the Advisory Committee should be involved in the assessment of work.

(vii) FORMULATING A PROJECT

Shri K.S.Pallath, Hony. Director, Extension Services Centre, Ramavarampuram presented a paper on formulating a project. Shri Pallath developed a project on organising a study circle for teachers. The project was discussed and steps involved were formulated. There was some confusion among the participants with regard to a project and an experimental project. Clarification, therefore, was given with regard to these.

A project can broadly be defined as an activity carried to completion in its natural setting. It is, however, necessary to design a project. In doing so the following may be kept in view:-

1. Statement of the problem - The problem should be clearly stated in simple words.
2. Limitation - A problem may have many aspects. The design should clearly indicate whether the problem is to be tackled in its comprehensiveness or only an aspect of it is to be tackled.
3. The objectives - Having stated the problem limited it, it is necessary to say what the objectives of the problems are. The objectives should be drawn in very clear words and after giving due thought to them. Each problem may have certain general objectives as well as some specific objectives and if there are both they should categorically be stated.
4. Procedure - It is important to remember that ~~procedure~~ procedure should be related to objectives. Sufficient attention should be given to considering all aspects of the problem and procedure should be laid down for carrying out the programme.

5. Evaluation - When a project is launched it is necessary to know the progress achieved in carrying it out. It should, therefore, be evaluated from time to time. Further work should be planned on the basis of evaluation carried out.
6. Follow-up - Each project or activity should be followed up. Follow up may be done on the basis of the results of evaluation or independently of it. Suitable methods should be used for doing this.

In an experimental project an attempt is made to carry out a project using the methods of experimentation. The experimenter may for instance want to see whether teaching English through structural approach is more effective or teaching through translation method. He, therefore, states his problem and defines the exact limits of the problem and lays down the hypothesis on the basis of which he begins to work. His hypothesis for instance is that teaching through structural approach is more efficient than the teaching through translation method. He now lays down the procedure that he may adopt. He also fixes the time target within which he expects to show the results. He may for instance choose two identical classes and provide them with identical facilities excepting the one variable which is that one class will be taught through the structural approach and the other through the translation method for a specified period of time. At the end he will compare results and come to certain conclusions. These conclusions can be utilised under similar circumstances by other teachers in the

or in some other areas.

It will thus be seen that the main differences between a project and an experimental project is that a project uses techniques which have been tried before. The teacher is not in search of finding out ^{to prove} the efficiency of a particular method. In an experimental project there is search for new techniques with a view to prove a certain hypothesis. Hypothesis may be proved or not but the method adopted is important. An experimental project is conducted within certain specified period of time by the end of which the results may be available. But in a project there is no specified period of time. It is continuous activity and is designed to be a part of the school programme in due course.

(viii) WORKING WITH INTENSIVE SCHOOLS

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Shri K.B.Targaonkar, Hon'y. Director, Extension Services Centre, Mysore read a paper on working with intensive schools. He stated that the Extension Services Centres have a large number of schools to work with. It is not possible for a single Coordinator to work intensively with all the schools. He can work intensively with a few schools only. The idea of working intensively with these schools is that these schools should get better guidance from the Extension Centre. He suggested that these schools should have a minimum programme. These could be securing maximum attendance of students, eliminating wastage and stagnation, providing intensive attention to the teaching of instructional subjects and so on. The participants discussed as to what should be the criteria for the selection of schools for intensive work. The following suggestions were offered:-

1. The teachers of the school should be willing to carry out the problems.
2. The Headmasters should be receptive to new ideas and willing to carry out experiment and innovations etc.
3. Schools should be situated at a manageable distance from the centre on easily approachable roads.
4. Schools should have necessary physical facilities available.

Some participants asked ^{as} to what should be a programme of an intensive school and how should it be planned. It was suggested that plan for intensive schools should be developed in close collaboration with teachers and Head-teachers of the school. Students and Community may also be taken into consideration. The Coordination

organise refresher courses etc. for the teachers of the schools. Intensive work may mean:-

1. Taking a single area and working intensively with it covering most of its aspects.
2. Taking a few activities and working intensively with them.
3. Keeping in constant touch with the schools and teachers involved in the work.
4. Organising courses for the teachers involved.
5. Supplying literature and guide books to them.
6. Providing resource personnel to the schools.

(ix) VITALISING TEACHER EDUCATION.

Shri Ramakrishnan Nair, Honorary Director, Attingal, read a paper on Vitalising Teacher Education. He stated that training schools were living in isolation and are not aware of the problems and needs of schools. The methods of instructions used in training schools are routine and the result is that teachers who come for training to these schools do not get progressive ideas. The establishment of extension centres provided a very good opportunity to the teacher training schools staff to get in close touch with the school situation and adjust its teaching programme to school needs. He suggested that extension centres should involve the staff of the training school in the programmes of the centre of the schools. They should be associated with the preparation of the plans for the centres. They should be involved in carrying out the projects in schools and should occasionally visit the schools for this purpose.

The specialists in the teacher training schools like the arts specialist or craft specialist should particularly be associated with these activities. Some participants, however, felt that the staff in the training school was limited and it did not get much time to participate in the activities of the extension centres. Some of the participants were of the view that extension centre constitutes a source of interference in the work of the training school. Some differed and stated that it was not difficult to find time. A participant indicated the method that he adopted for involving teacher educators in the centres. He stated that some of the teacher educators of his institution adopted some schools in which they paid special attention.

(x) ROLE OF ADVISORY COMMITTEE

Shri Gokaran, Honorary Director, Dharwar, read a paper on the Role of Advisory Committee. He stated that the Advisory Committee has an important role to play in giving direction to the work of the extension centre and giving to it the benefit of its experience. For this purpose it was necessary that persons of experience are appointed on the committee. The persons should include officers from the Directorate of Education, some experienced educationists, members of the Community, representatives of Headmasters and teachers, the Hony. Director and the Coordinator and prominent educationists of the locality. The participants raised a number of questions. Some of these are:-

1. Should Advisory Committee have executive functions ?
2. Should the centre wait for the approval of its programmes by the Advisory Committee.?
3. Are members of the Advisory Committee entitled to visit the schools and to see the work of the extension centre ?
4. How often should Advisory Committee meet to discuss the work of extension centre ?

Clarification was given on these points. It was stated that the Advisory Committee does not have any executive authority. But it is expected to give assistance and guidance to the work of the centre. The centre should submit its plan to the Advisory Committee and if the Committee cannot on account of some persons meet and approve the plan, the centre should go ahead with its programmes. Suggestions by the Advisory Committee if any may be included in the plan as early as possible. Incidentally it may also be pointed out that the centre should not wait for the approval of the Department of Basic Education or the Department of

Education either, though it should submit its plan to both. It was pointed out that an individual member of the Advisory Committee may not visit schools but groups, the members of the Advisory Committee may do so.. It was suggested that the Advisory Committee should meet twice in a session. Some other observations were as under:-

Selection of members of the Advisory Committee should be made with due care. Only such persons as are interested in extension work and are likely to find time to attend meetings may be appointed. It was pointed out that there are tendencies to invite high ranking officers to be the members of the Committee but experience showed that such high ranking people do not get time and the centre does not get the benefit of their advice.

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(3) SOME ASPECTS OF WORK

(i) ORGANISATION OF EXHIBITION

The unique feature of the conference was the exhibition. The centres were requested earlier to bring representative articles prepared by students, teachers, teacher trainers and resource persons. The exhibition was inaugurated by the Director of Education, Shri Vasudevia. Subsequently, it was decided to have deeper look at the exhibition and Shri Mari Raj was requested to go through and give comments on the exhibits presented at the Conference. Shri Mari Raj made the following observations:-

1. The Exhibition provides a rich collection of charts, models, collection by the children, centre's publications, craft materials and so on.
2. All categories of workers including teachers, teacher-educators, pupils, resource persons seem to have participated in preparing the exhibits.
3. Exhibits gave good idea of the kind of articles by different centres.
4. Some of the centres showed a plan for preparing the charts which is commendable. The plan related to the needs of curriculum.
5. There was no tendency to present manufactured articles for exhibition.

(ii) VISITS TO SCHOOLS

The original programme did not make provision for visits to schools. However, the participants suggested that they would be happy to see some of the associated schools and provision was, therefore, made in the agenda and one afternoon was devoted to visits to schools, working with the Extension Centre, Dharwar. One of the schools visited was a Basic School and other a non-basic school. The participants were happy to visit the Basic School and saw students at work at spinning and weaving. The school authorities informed the participants that school prepares Durries and cloth from yarn spun and woven by the students and enquiry showed that the time devoted to the craft does not come in the way of academic achievements of the students. The Headmaster informed that the students did well in the academic work and competed very well with the students of non-basic school.

(iii) ADMINISTRATIVE PROBLEMS
* * * * *

The following administrative problems were discussed:-

The participants stated that the daily allowance of Rs. 2/- was highly insufficient to meet the expenses of the participants and that it should be raised to Rs.4/-. The participants were informed that the Department of Basic Education had already submitted proposal to the Council recommending Rs. 3/- instead of Rs.2/-. Some participants stated that schools should be given expenses for meeting the cost of stamps used in correspondence with the centre. They were informed that the Department would take up this question with the Council and the State Education Department.

It was observed that the work of the centre is fast increasing and it is not possible to utilise the services of the class IV servant of training schools and, therefore, there was need of a peon at the centre. The participants were informed that it was not possible at this stage to provide the centre with an additional class IV servant. They were, however, allowed to employ casual labour and pay it from contingencies. Clarification was asked whether the centre could give T.A. & D.A. to resource persons, specially the teacher educators. It was made clear to them that D.A. cannot be given to the teacher educators. However, they can be given T.A. if they are involved as resource persons in connection with any project or activity. The Honorary Director, Ramavaramapuram stated that he had developed a healthy practice of paying actual expenses to resource persons. This was commended.

A problem placed before the group was that in

some States the Coordinator was not placed in the non-vacational staff with the result that he did not enjoy privileges of the non-vacational staff but at the same time he worked during the vacation. The participants were informed that the Department of Basic Education would take up the matter with the State Departments of Education.

It was asked if the centre could give prizes to students either in cash or in kind. The participants were informed that it was neither admissible nor permissible to give prizes either in cash or in kind to students. If, however, centre thought that giving prizes was essential, it could get assistance of the Community for doing so.

(4) IMPORTANT RECOMMENDATIONS

* * * * *

Each centre should have the following types of programmes:-

(i) At the School Level.

1. School Improvement Projects for all schools. This should mean a minimum programme of improvement of instruction in school by applying the known methods of organisation and teaching. These will be on going programmes.
2. Experimental Project:- A small number of schools should take up experimental project. by applying action research and techniques, with the view to curriculum development and solving local problems experimentally.
3. Intensive projects to develop a small number of schools to Model Basic Schools.
4. A minimum programme of establishing school community relationship for all schools depending upon the resources of the individual schools.

(ii) At the Extension Centre Level

- A.
1. In-service training programmes in relation to projects undertaken in a different school.
 2. Ad-hoc programmes of in-service training according to needs.
 3. Seminar readings.
 4. Exhibition and annual conference for all the schools.

B Publications:-

1. Extension News-Quarterly.
2. Annual number which will contain a report

- of articles from the teachers of the Extension Unit and the Training Colleges.
3. Monthly Wall Magazine.
 4. Instructional materials giving teaching suggestions both in content and method.
- C. Library Services:-
- Circulating library services for:-
- (a) Children and (b) for teachers of the cooperating schools.
- D. Visits:-
- Visits by the Coordinators, Honorary Directors other persons, teacher educators, and members of the Advisory Committee to give on the spot guidance to teachers.
- E. Monthly Zonal Conference at the Central School.

NATIONAL INSTITUTE OF BASIC EDUCATION

REGIONAL CONFERENCES FOR THE SOUTH REGION

(22nd November to 25th November, '65)

INTRODUCTION

The Extension Services Centres have now been functioning for the last three years. We have all these years been holding annual work conferences in which all the Honorary Directors and the Coordinators participated. This year it has been decided to hold the Regional Conferences instead. The advantage of meeting at a regional level is that the number of participants is small and this makes it possible to examine the working of a region as a whole and also the work of the component States. Extension at the elementary level is in infancy and there are any problems both at the academic as well as administrative levels. In large groups it becomes difficult to locate and discuss these problems in detail but it is eminently possible to do so in a small group. It is, therefore, hoped that the academic as well as the administrative problems of all centres would be discussed in detail with a view to eliminate handicaps and plan work with better understanding of difficulties involved. The Hony. Directors and the Coordinators who have to carry out the programmes will be able to find opportunities to place their programmes before the conference and get their suggestions for improving the method of work.

OBJECTIVES:

1. To review the work done at the centres.
2. To discuss follow-up programmes of
 - (a) Work Conference held at Mysore.
 - (b) State Level Conference.

3. To evolve principles and procedures for preparing annual plans.
4. To discuss new techniques and methods of work
5. To discuss administrative and academic problems
6. To discuss possibilities of enriching the existing programmes.

PROCEDURE:

The following procedures will be used in conducting the Conference:-

1. Reporting by the participants.
2. Group work.
3. Discussions.
4. Lectures.
5. Holding of exhibition.

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TENTATIVE PROGRAMME FOR REGIONAL CONFERENCE OF
HON'Y. DIRECTORS AND COORDINATORS AT DHARWAR.

(22nd November, 65 to 25th November, 1965)

22nd November, 65.

Morning Session

9.30 A.M. to 11.00 A.M.

1. Registration. Introduction and discussion on the Programme.

2. 11.00 A.M. to 1.00 P.M.

Inauguration of the Conference and Exhibition by the Director of Public Instruction, Mysore.

After-noon Session

1. Presentation of the Reports on the work done during 1964-65 by the six centres of Southern Region, namely Raychoti, Mysore, Dharwar, Kahiratabad, Attingal, Ramavarampura with discussion on each report.
2. Presentation of the report by each centre on one most significant activity of 1964-65 with discussion on each report.
3. Reporting by centres on the follow-up of last work conference held at Mysore.
4. Reporting by the centres on the follow-up of State Level Conferences.

23rd November, 65.

Morning Session.

1. Evolving a proforma for quarterly report - discussion to be initiated by Shri M.R. Chilana, Field Assistant.
2. Principles and procedures in preparing an annual plan for the centre. Discussion to be initiated by Dr. G.N. Kaul, Field Adviser.
3. Formulating a project - discussion to be initiated by one of the Hon'Y. Directors.

After-noon Session.

Suggested New Programmes:-

1. Project on kitchen gardening/agriculture in schools. Discussion to be initiated by Shri M.R. Chilana, Field Assistant.
2. Improvement of Arts & Crafts teaching. Discussion to be initiated by Dr. G.N. Kaul, Field Adviser.
3. Improvement of Science Education. Discussion to be initiated by Shri H.B. Majumdar, Director, National Institute of Basic Education.
4. Group work (Three groups will be formed to discuss one of the programmes each).

24th November, 65.

Morning Session

1. Presenting reports on group work and discussion on it.
2. Discussion on the following methods of work:-
 - (a) Group Dynamics in in-service. (Shri H.B. Majumdar)
 - (b) Coordinators leadership in organising in-service Education. (Dr. G.N. Kaul)
 - (c) Improving School Community Relationship.
Discussion to be initiated by Shri M.R. Chilana.

Afternoon Session

1. Group work on the above.
2. Presentation of group reports and discussion on it.
5.00 to 5.30:- working with intensive schools.

25th November, 65.

Morning Session

Discussion on the following issues:-

1. Evaluating the work of Extension Centre.
2. Extension Services Centre can be utilised to vitalise programmes in Teacher Training Institutions.
3. Role of Advisory Committee.
4. Group work on the above (Four groups will be formed).

Afternoon Session

1. Presentation of group work reports.
2. Discussion on the administrative problems.
3. Validatory function.

- (b) Director of the Conference. : Mr. B. Mari Raj, Director, State Institute of Education, Dharwar.
- (c) Chief Guest : Shri Vasudevia, Director of Public Instruction.
- (d) Names of Recorders. : 1. Shri B. Suryanarain.
2. Shri K.S. Pallath.
3. Shri Mariswamy.
4. Shri P.R. Jaykumar.
- (e) Titles of Papers Presented. : 1. Improvement of Science Teaching in Primary & Middle Schools. /
2. Coordinator's Leadership. by Dr. G.N. Kaul.
3. Preparing the Plan, by, Dr. G.N. Kaul.
4. Bringing Community closer to schools, by M.R. Chilana.
5. Quarterly Reports, by Shri M.R. Chilana.
6. Improvement of Art Education, by Shri S.C. Chaudhuri.
7. Starting Kitchen Gardening, by Shri Q.L. Bagga.
8. Evaluating Extension Services Centre, by Shri B. Mari Raj.
9. Role of Advisory Committee, by Shri Gokaran.
10. Working with Intensive Schools by Shri Targaonkar.
11. Formulating a Project, by Shri K.S. Pallath.
12. Vitalising Teacher Education by Ramakrishnan Nair.
- Shri H.B. Majumder

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REGISTRATION OF PARTICIPANTS TO REGIONAL
C O N F E R E N C E

South

DATED 22.11.1965

- | | | | |
|----|---------------------|----------------|---|
| 1. | S.Mariswamy | Coordinator | Mysore. |
| 2. | V.Velappan Nair | - do - | Attingal. |
| 3. | M.Ramakrishnan Nair | Hony. Director | - do - |
| 4. | Y.V.Narasimhachary | - do - | Khairatabad. |
| 5. | B.Suryanarain | Coordinator | Hyderabad. |
| 6. | K.S.Pallath | Hony. Director | Ramavaramapuram. |
| 7. | P.R.Jaikumar | Coordinator | - do - |
| 8. | K.B.Targaonkar | Hony. Director | Shri Shivarathreshwar
Basic Training College,
(for men) Mysore. |
| 9. | G.S.Gokaran | Hony. Director | Dharwar. |

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(g) Papers Presented in the Conference

(i) IMPROVEMENT OF SCIENCE TEACHING IN PRIMARY AND MIDDLE SCHOOLS.

1. The need for Science Education:

Development of scientific attitude and concepts, application of science to life, understanding laws of nature and their application on life are imperative in a society which is developing technologically. In the society of to-day there is again need to develop and sustain.

- (i) the scientific mind
- (ii) critical thinking
- (iii) curiosity
- (iv) power of observation
- (v) creativity
- (vi) and ability for problem solving.

There is also need in a Science and Technology Society for developing skill for doing a piece of work (intellectual and manual) in a scientific way and the steps involved are:

- (i) Seeing a problem: defining the problem or scope of the work getting a tentative answer or establishing a hypothesis from observed facts or by applying reflective thinking.
- (ii) Planning to solve the problem or to do the work, verifying the tentative answer or doing the work according to plan.
- (iii) Making an evaluation of the outcome of work and coming to conclusions.
 - (i) Setting out goals before the work is started.
 - (ii) formulating the plan to achieve the objectives.
 - (iii) doing the work according to plan.
 - (iv) assessing the outcomes and making decision for further development of the work.

II. Some important Question on Science teaching or the Problem areas:

- (i) Why is science taught in classes:-
 - (a) I - IV
 - (b) V - VIII

- (ii) What scientific principles and concepts should be developed?
- (iii) What criteria should guide the selection of science content?
- (iv) What are the characteristics of a good elementary science programme?
- (v) How can children's experiences with science be related to the real life experiences - in rural and urban situations?
- (vi) Should science teaching in primary grades be formal, informal or - incidental?
- (vii) In what ways does unit approach contribute to effective Science instruction? Should we have general Science or Science divided into its various Components?
- (viii) What materials and equipment contribute to worthwhile experiences in Science? Is demonstration needed? When should practical work by children begin? - What appliances can be improvised? Difficulty of improvisation - experiments with locally available materials?
- (ix) What community resources can enrich the Science programme in the Elementary Schools?
- (x) What difficulties to elementary teachers encounter in teaching science? - inadequate programme of teachers in content and method - lack of confidence in teachers - lack of facilities - absence of adequate space - wrong approaches adopted in training institutions.
- (xi) How can Science instruction be evaluated? - evaluated in terms of its effect upon the behaviour of the learner - self evaluation by pupils - should we test content only? What are the criteria for judging a science lesson?
- (xii) Can craft teaching help in the development of the scientific mind?
- (xiii) What can be done to help children in intelligent understanding of the environment?

I. What can Centres do? - a suggested cooperative study:

1. Makes a quick survey of how science is taught in the Schools.

The survey may reveal:-

- (i) the specific objectives of science teaching.
- (ii) the content and scope of science teaching.
- (iii) Methods of teaching followed generally.
- (iv) Apparatus usually used.
- (v) Children's involvement in the learning process.

- (vi) The use of test books.
- (vii) Linking Science teaching with environment.
- (viii) Effectiveness of the programme.
- (ix) Identification of difficulties.

2. Organise conference of teachers to:-

- (1) intimate the results of survey.
- (2) decide items of improvement according to a phased programme.

3. Organise courses for:-

- 1. giving content and method.
- 2. formulating units class-wise.
- 3. practical work.
- 4. Observation and exploration.
- 5. Prepare materials giving teaching suggestions to be sent out by post.

6. Evaluate the outcomes in terms of:-

- (a) teacher behaviour
- (b) pupil behaviour.

7. Select Schools for intensive work : Criteria for selection to be evolved in the teachers conference. The new approach may be tried in 5 schools for the present.

8. Time for the project - one academic year.

9. Distribution of time :

- (a) Survey and Conference - may take $1\frac{1}{2}$ months.
- (b) Courses in content method & evaluation.
 - (i) 1 week in the 2nd month.
 - (ii) 2 days every month from the 3rd months till the 10th or 11th month.
- (c) Evaluation & Reporting - 12 month.

This will be Cooperative study taken up by 5 schools and the Extension Centre.

Some guide lines for the cooperative study, which may be noted:

- 1. In effective cooperative study people work on problems of concern and significance

2. The individuals who work on the problem plan together how they will work.
3. Cooperative study uses problem solving approach.
4. An atmosphere is created and maintained that contributes to creativeness.
5. Differences in ability and preparation among group members are accepted and utilized.
6. It should provide for varied and continuing means of communication among those concerned.
7. Many and varied resources are made available for use.
8. Means are developed to move from decision to action, to testing and trying ideas and plans.
9. Evaluation is an integral part of the on-going cooperative study.

SCIENCE CURRICULUM OF THE ELEMENTARY SCHOOLS:

Name and address of the School _____

I. Class Organisation:

1. What is the ~~average~~ class size?
2. What is the pupil-teacher ratio?
3. Does the school follow class-teacher system or subject-teacher system?
4. How many periods in a day/week does a teacher ~~teach~~?
5. What is the duration of a period?
6. How many free periods does a teacher have per day/week?
7. What facilities does a teacher have to organise science activities and demonstration in or outside the class?
8. Is there a separate science-room in the school?
9. Is there a science-corner in a room; if so, with what is the science-corner constituted of?
10. Does the school have a garden or a lawn, an animal room, a place to keep cages, a froggery?

II. Time devoted to Science:

11. Is Science a compulsory subject or optional?
12. What time is devoted to science in a school day? What proportion of instruction hours is devoted to Science?
13. Is there any Science Club in the school? How often does it meet? What type of activities does it perform?

III. Grants Available:

14. What annual grants are available for the purchase of materials required for science teaching?
 - (a) Non-recurring
 - (b) Recurring
15. What equipment is present in the school for demonstration by the teacher and individual experiments by pupils?

IV. Teacher and his Preparation:

16. What are the academic qualifications of the teachers?
17. What is his pre-service professional education.
18. Has he studied science?
19. What in-service courses has he attended during the last academic year?

20. Has he studied some guide-books in Science? Specify.

21. Are some science guides available to him for consultation in the school?

22. What are his hobbies?

V. Syllabus:

23. Can the syllabus be covered in one year within the time available.

24. What items in the syllabus have been found difficult for the comprehension of the class?

25. In which class should these difficult items be taught

26. What items in the syllabus are easy for the class and should go to a lower class?

27. Which items would you like to be included in the syllabus? (suggestions to be noted class-wise)

VI. Text-books:

28. What defects are present in science text-books with respect to:

- (a) Content
- (b) Presentation
- (c) Language
- (d) Illustrations
- (e) Exercises
- (f) Any other (specify)

(Defects to be noted for each science text-book according to the views of the teacher)

VII. Methods of Teaching:

29. How is science taught?

- (a) recitation from the text-books
- (b) in terms of activities (what types)
 - (i) experiments
 - (ii) projects
 - (iii) field trips
 - (iv) collections, scrap books, albums, etc.
 - (v) drawing of plants, trees, animals, articles of scientific significance
 - (vi) any other.

30. Does the teacher encourage questions?

31. Give the number of question (approximate) asked by the pupils in one science period.

32. Does the teacher demonstrate experiments?

33. Does the teacher arouse curiosity?

34. How often does he involve pupils in the demonstration that he shown?

35. What emphasis is laid on.

- (a) enquiry
- (b) creativity? (According to the judgement of the investigator)

VIII. Audio-Visual Aids:

36. What aids, if any, are available to the teacher?
(charts, models, specimens - live and preserved-
filmstrips, films)
37. How often does he use them per year?
38. Does he use them effectively? (Investigator's
judgement).

IX. Evaluation:

39. What types of examinations are set?

- (a) objective
- (b) short-answer type
- (c) Essay type
- (d) Oral questions only
- (e) Oral questions also
- (f) Activities?

40. How often are tests set?

- (a) At the end of each chapter?
- (b) Every week?
- (c) Every month?
- (d) Every term?
- (e) Any other (specify)

41. What is the nature of evaluation?

- (a) Information only
- (b) Skills
- (c) Any other

42. Do any one or more count for class promotion?

X. Library and its uses:

43. Does the school have a library?

44. How many books are in the library?

45. How many science books are in the library?

46. What types of science books are in the library?

47. How often are they used by pupils?

48. How often are they used by teachers?

49. How are they used - more reading or as
investigations?

50. Are there some students who do not at all use the
library?

51. Are there some students who use the library often?

52. What steps are being taken to encourage students
to use library?

53. What science journals are available in the library?

54. What science journals are available in the library
for teachers?

XI. Co-operation:

55. What channels of co-operation exist between science teachers?
56. What interest does the Headmaster take in the Science activities of the school?
57. What steps are taken to get the cooperation of the community in the science programme.

XII. Suggestions:

58. What are the difficulties confronted by the teachers in the effective teaching of Science? (Demonstration equipment, text-books, guidance literature, pupil teacher ratio, audio-visual aids, recurring expenditure, shortage of time or any other).
59. What are the teachers' suggestions to make the teaching of science more effective?
60. What are the suggestions of the Headmaster to make science teaching in his school more effective?

(vi) COORDINATOR'S LEADERSHIP

1. EXTENSION:

1. Rendering service to teachers on job.
2. Helping them to widen the horizon of their knowledge.
3. Stimulating their thought.
4. Encouraging them to experiment.
5. Encouraging them to take initiative in work.

II. PRESENT POSITION:

1. Quality of training received by the teachers.
2. Diverse academic standards of teachers.
3. Conditions prevailing in schools.
4. Administrative difficulties faced by the teachers.
5. Lack of initiative of action on account of various reasons.
6. Security and routine work.
7. In-security and change.
8. Resistance and change.

III. FUNCTIONS OF THE COORDINATOR:

1. To make teachers want to improve.
2. To help them in bringing about change in themselves.
3. To help schools to improve.
4. To help in developing leadership in schools.
5. To initiate innovations and experiments in schools.
6. To help teachers in organising new projects, experiments etc. in schools.
7. To help in preparing a list of resource persons for use.
8. To make materials and resources available to schools.

9. To help teachers in organising Teachers organisations.

10. To help teachers in working with the community.

IV. LEADERSHIP QUALITIES NECESSARY:

1. Possess ability to accept the uniqueness of every teacher.
2. Locate and help to grow latent qualities in teachers.
3. Entouse all to work according to their aptitude and interest.
4. Encourage all to understand, think and act.
5. Restore confidence to teachers.
6. Give assistance to those who need it.
7. Give up authoratirian approach to work and develop democratic attitude.
8. Bring extension nearer to the training schools and make it an integral part of the training school.
9. Involve staff of the training school in the work of the Extension Services Centres.
10. Cultivate good human relationships.

V. MEANS TO WORK:

1. Get acquainted with the method of extension.
2. Know the head-masters fully.
3. Know other teachers individually.
4. Have full idea of the weakness, strengths and requirements of schools.
5. Locate teachers and head-masters with initiative and begin work with them.
6. Locate specialist and resource persons in the area.
7. Help teachers and head-masters in locating their problems.
8. Help them in finding solutions to the problems.
9. Help them in making plans of work and

10. Locate weak areas in schools and organise courses for them.
11. Pay visits to schools under plan for various purposes:-
 - (a) Preparing plans.
 - (b) Assisting teachers to carrying them out.
 - (c) Solving difficulties faced during implementation.
 - (d) Attending meeting.
 - (e) Organising school - inter school visitations.
 - (f) To bringing the resource persons to the schools for solving problems.
12. Helping teachers in evaluating their own work.
13. Evaluating the work of school himself.

NATIONAL INSTITUTE OF BASIC EDUCATION

WORKING PAPER

(iii) PREPARING THE PLAN:

I. PRESENT POSSIBLE PRACTICES:

1. The Coordinator and the Hony. Director mostly prepare it and get it approved by the Advisory Committee.
2. The number of seminars, workshops etc. are fixed up without reference to the worked out needs of the schools.
3. The number of participants is determined at random.
4. The topics are fixed up according to the importance as judged by the Coordinator and the Hony. Director.

II. PRINCIPLES:

1. Distinction should be made between the school plan and the centre's plan.
2. Plan should be based on the needs of concerned agencies.
 - (i) Teachers:- Their qualifications - method of work - knowledge of subject areas - planning work for the session - evaluation.
 - (ii) Head-teacher's problems relating to organisation administration, curriculum, teaching practices - their attitude and outlook - initiative in doing experiments - human relationship.
 - (iii) Teacher Organisations their needs in the academic field.
 - (iv) Inspectors - needs of schools as understood by them.
 - (v) Department of Education: their policy - syllabus - Governmental rules and regulations - their advice.
 - (vi) Subject areas including Arts & Crafts:- Weak areas - strong areas - new experimentation - special programmes.
 - (vii) State Institute of Education - plans and programmes of the S.I.E.

(viii) Community - Needs of the community with regard to schools.

III. PROCEDURE:

1. To organise surveys to find needs etc.
2. Ask schools and other agencies to prepare plans and base the plans of the centre on the needs of the plans.
3. To help the head-teachers to prepare plans and to hold staff meetings in order to ascertain the needs of the teachers and the students.
4. To help in developing processes of organising the staff meetings democratically.
5. To help teachers to locate their problems and place them before the staff meeting.
6. To keep in constant touch with the department of Education and inspectors - know their plans and needs.
7. To contact other agencies to know their needs.
8. To prepare the plan on the basis of these felt needs.
9. Place the plan before the Advisory Committee for its consideration and approval.

IV. FACTORS THAT THE PLAN MAY SHOW:

1. Programmes in the field of (a) curricular and co-curricular (b) organisation and administrative area (c) Arts & Crafts area.

V. LIBRARY SERVICES:

Organisation - stock issue - reading programmes.

VI. PUBLICATIONS:

Areas in which publications are prepared - cyclostyled or printed - nature of the publication newsletter - broucher - maps and chart - teaching aids etc.

VII. ADVISORY COMMITTEE:

VIII. VISITATION: Schools - inter school.

IX. SPECIAL PROGRAMMES:

Programmes like School Improvement
programmes - improvement in teaching of
Science or Arts and Crafts etc.

X. FOLLOW-UP,

XI. EVALUATION.

XII. RESOURCES.

.....

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(iv) Working Paper on Kitchen Gardening in Basic Schools

The value of Gardening as a craft in the school curriculum is very well known. It has all the requisite qualities of usefulness, creativeness and completeness. Educational potentialities of this craft are maximum as compared to other crafts. For giving practical shape to the recent slogan of linking education with productivity and work experiences in education, this craft has ample potentialities. The idea of increasing the productivity of our workers through an education which should be production oriented and the recent Prime Minister's call to the nation for increasing food production calls for instituting the teaching of this craft more seriously and efficiently in schools. The Prime Minister has very rightly emphasised that increased food production depends not only on the farmers in the rural areas but on the voluntary efforts of all for a dedicated spirit, discipline and a sense of organisation. These qualities need to be nurtured right from the early years of life and accordingly it is the genuine responsibility of the school to instil those in the child. The need can be fulfilled by replanting people's philosophy of life in the soil and thus creating an impulse for the farm work. This is a great challenge to the educationists and they should accept it by revitalizing the educational pattern and prepare the new generation competent enough to produce food for themselves and for others. The Extension Services Departments who are wedded to quality education should initiate this work in schools? Let each one of us try at our own and to see that not a single piece of land is wasted in our homes and schools in

this hour of food crises. But there is a caution that in our over anxiety for more food we may not confuse this programme with production only. Essentially it is an educational project resulting in the development of right type of knowledge attitude and skills for leading a happy life.

The following few suggestions for starting projects on kitchen gardening in the elementary schools, are placed before you for your consideration :-

1. Kitchen gardening can profitably be started in a school having even a small piece of land. The school farm of the Basic school may be seen in that context and not in the sense that is commonly perceived in Vocational Agriculture schools. Vegetables and floriculture can be started in pots of different sizes. Pot culture has its advantages for the primary classes. Sense of responsibility and scientific observation can be created by allotting posts to students.

2. Knowledge of General Science can be imparted through Gardening activities. Possibilities should be exploited for linking the teaching of General Science with Gardening.

3. If the area of the school farm is large, you can raise all the vegetables you need. If you have a problem of land, then sow only those vegetables whose yields are greater per unit area.

4. If your school has a problem of fencing, the best way is to put up a bush or thorn fence or a hedge of plants such as Jangal Jalabi, Mehdi, Jantar of Madras Thorn. You may put up a barbed wire fencing all round but that would be quite expensive.

5. If the soil of the garden is infested with white ants, mix 2-4 ounces of 10% Adrin or Dieldrin dust before planting.

6. If you have a problem of irrigation, sow only those crops which do not require ample quantities of water. Sow only those varieties of crops which are recommended by the Agriculture department of your State for dry cultivation.

7. Planting of the kitchen garden is very necessary. Measure the area and divide it into plots of about 100 square feet i.e. 10 ft. x 10 ft. each. The size of the plot depends on the age of the children type of the soil, irrigation facilities and the vegetables to be sown. Do not make plots bigger than what your children can handle and take care properly.

8. Vegetables need more plant food than the other crops. Manure liberally your vegetable plots. Add about -- baskets of F.Y.M. or compost manure and -- pounds of superphosphate to 100 square feet plot at the time of the preparation of the land. Also use ammonium sulphate, calcium ammonium nitrate or urea for top dressing. Leafy vegetables need more nitrogen, -- crops need more potassium and fruit crops respond to higher phosphorous.

9. Compost is a good bulky manure and can be prepared by digging a pit 4 ft. x 2 ft. x 2 ft. in the corner of the back yard and filling it up with fallen leaves, garden refuse, school sweeping etc. Take timely measures to control the various insects and pests attacking your vegetables and flowers. Keep a ready stock of pesticides e.g. 10% plus D.D.T. and Durs Malathion and fungicides such as copper oxychloride or copper sulphate and quicklime. Get the assistance of the local Agriculture Officer for using the insecticides. Do not use the vegetables within a week after spraying of the insecticides.

10. Home projects for kitchen gardening may be started at the senior Basic stage. Besides helping the community in increasing its food production instrumentality of the children will help educating the parents for taking up Scientific Cultivation. A period may be allotted in the time table for discussion about the home projects in the class.

11. Gardening Advisory Committee including progressive farmers may be formed in the schools. Mothers clubs can be started for helping to avoid wastage of food.

12. Cropping schemes for the year should be prepared in every school. The following points may be kept in view while preparing the cropping scheme.

- i) Include those vegetables which are liked by the children and are of nutritive value for that age-group.
- ii) Include quick growing vegetables in the scheme. Green vegetables like palak, kulla, lal saag, methi and radish are quick growing.
- iii) Shallow rooted crops should be followed by deep-rooted crops. This would ensure full utilization of plant food in the soil.
- iv) Leguminous crops must be included in the cropping scheme as they help increasing the fertility of the soil with the help of their root nodules.
- v) Certain plants need a large quantity of a particular plant food e.g. vegetables need a large amount of nitrogen. These crops should be followed by those crops which need potash and phosphorus so that a particular ingredient of plant food may not be depleted in the soil.

vi) Leafy vegetables are the cheapest 'protection foods' as they are rich in mineral salts like calcium and iron and vitamins. Leafy vegetables are the calcium we require for our daily needs.

vii) Fruits should also be included in the scheme. Certain fruits e.g. papaya can be planted easily and gives you fruit for the most part of the year. Most fruits give you roughage needed for helping you keep the bowel healthy and supply vitamin C and Vitamin A and mineral salts.

It is time to grow winter vegetables in your schools. The following information can guide in this enterprise. There might be some local variations as regards the time of sowing, time of harvesting etc. Prepare a calendar of your own area and supply the same to the school.

Time of sowing	Method of sowing	Distance of planting	Irrigation	Time of harvesting
August to January	Sow on ridges 9" high	1' x 6"	Once in 4 or 5 days	October to February
August to November	Broad cast flat plots, but it is better to sow on ridges.	1' x 6"	Once in 7 to 10 days	November to March
August to December	Sow on ridges	1' x 9"	Once in 4 or 5 days	November to March
Sowing July, August, September, October	Transplant 4-6 weeks old seedlings in sows.	2' x 1 1/2'	Once in 10 days	November to February
Sow late varieties in June & sows.	Transplant in	1 1/2' x 1'	Once in 7 to 10 days	Early in September, October, Med. in November, December, Late in January, March.
September, October	Transplant seedlings in rows.	1 1/2' x 1'	Once in 2 weeks. (Stop irrigation after heads are well developed)	December - March.

Khol Khol	1/10 Oz.	September, October.	Transplant seedlings in rows	1' x 1 1/2'
Peas	12 Oz.	Mid. October-Mid. November.	Dibble seeds in rows on flat beds.	1 1/2' x 8 x 2'
Thillies	1/8 Oz.	Sow in June July and transplant in July, August.	Transplant seedlings in rows or on sides of ridges.	2 x 1 1/2'
Leafy Vegetables	1/2 Oz.	October to December.	Sow by broad casting and rake the surface to cover the seeds.	-
i. Spinach				
ii. Fenugreek				
iii. Coriander				

6.	Cabbage	1/10 oz.									
5.	CAVILFLOWER	1/10 oz.									
4.	Pomato	1/10 oz.									
3.	Turnip	2/10 oz.									
2.	Carrot	2/10 oz.									
1.	Radish	2/10 oz.									
<table> <tr> <td>S. No.</td><td>Vegetables</td><td>Seed rate per 100 sq. ft.</td></tr> <tr> <td>1</td><td></td><td>2</td></tr> <tr> <td>2</td><td></td><td>3</td></tr> </table>			S. No.	Vegetables	Seed rate per 100 sq. ft.	1		2	2		3
S. No.	Vegetables	Seed rate per 100 sq. ft.									
1		2									
2		3									

Once in 2 Weeks December -
(Stop irrigation March
after heads are
well developed)

First irrigation December to
a month after March
sowing and sub-
sequently after
15 days.

Once in 7 to 10 November to
days. February.

Once in 7 days. November to
February.

(v) WORKING PAPER FOR THE ART IMPROVEMENT PROGRAMME

The Art Education plays a vital role in the sphere of general education. The functions of a dynamic art education programme may be enumerated as follows:-

1. It contributes to the physical growth by providing scope for manipulation of a large variety of materials and tools.
2. It develops creative expression by putting into use the faculties of original thinking, constructive imagination, decision taking, executing, criticising, organising and evaluation.
3. It fosters aesthetic growth by developing the power of observation and visual judgement.
4. It contributes to social growth through group activities.
5. It helps in living fully by releasing the imagination and creative abilities which transform the environment of the child and enriches his life.
6. It enlarges human qualities both individually and socially.
7. It provides the necessary back-ground to the talented ones to pursue and make a profession and others to utilize as a profession.

The concept of art education has undergone such a change in the recent years that it is the most mis-understood subject in the curriculum. Art education improvement programmes in the schools need intensive effort. This work can be easily taken up in the primary schools by the Extension Services Centres for Primary School Improvement.

The study of the syllabi reveals that though the elements of progressive art education programme are included in the curriculum, no detailed indications are given for the guidance of the school teachers who unfortunately themselves are not well acquainted with the

7.	Khol Khol	1/10 OZ.	September, October.	Transplant seed- lings in rows	1' x 1 1/2'	Once in 2 Weeks (Stop irrigation after heads are well developed)	December - March
8.	Pears	12 OZ.	Mid. October- Mid. November.	Dibble seeds in rows a flat beds.	1 1/2' x 8 x 2'	First irrigation a month after sowing and sub- sequently after 15 days.	December to March
9.	Chillies	1/8 OZ.	Sow in June July and transplant in July, August.	Transplant seedling in rows or on sides of ridges.	2 x 1 1/2'	Once in 7 to 10 days.	November to February.
10.	Leafy Vegetables	1/2 OZ.	October to December.	Sow by broad casting and rake the surface to cover the seeds.	-	Once in 7 days.	November to February.
	i. Spinach						
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The study of the syllabi reveals that though the elements of progressive art education programme are included in the curriculum, no detailed indications are given for the guidance of the school teachers who

latest trends. The literature available in this field is also beyond their reach. A project involving analysis of the arts syllabus and preparing a curriculum guide for the teachers may be a step in the direction of improving Art Education. The art educators of the training institution to which the centre is attached may take the lead in this direction. Some of the experienced art teachers may also be involved. Resource personnel available from National Council of Educational Research and Training may also be utilized for preparing curriculum guides at the out set it may be necessary to orient workers with the nature of curriculum guide itself. A sitting of six to seven days may be sufficient for the purpose. To start with the curriculum guide may contain (i) The concept of and general instructions for art teaching (ii) Breaking up items into teaching Units (iii) Materials and equipment necessary for these units (iv) Methods of motivation for these units (v) Role of the teacher during class practice (vi) Hints for class discussion and evaluation (vii) Bibliography for reference. This curriculum guide will be helpful to all the teachers, supervisors and educational administrators. This may gradually be further developed. Actual survey of art education programme with the help of the art educators may be another step in the direction of Art Education. This survey will be with reference to the prescribed syllabus. The different areas of art education programmes are as follows:-

1. Teacher equipment consisting of

(a) Technical know how regarding

- I. The philosophy of Art Education
- II. The latest trend in Art Education
- III. The Art curriculum
- IV. The Art techniques
- V. The teaching methodology

VI. The role of the teacher in the Art Education programme.

VII. The method of evaluation and feeding back.

(b) Possession of the necessary skill regarding

I. Art techniques

II. Pedagogical techniques

2. Physical facilities including availability of

I. Accommodation

II. Storing facility

III. Equipment

IV. Material

3. Curricular contents as prescribed by the department.

4. Operation of the Art Education programme which consist of

I. Planning the programme

II. Pre-preparation

III. Conducting of the activities

IV. Evaluation and feeding back

V. Disposal of finished product.

The area of weaknesses related to these may be located and improvement programme be launched in those particular areas. For launching any improvement programme it will be necessary to discuss the whole programme with the persons concerned with the art education programme. These persons are the teachers, head of the schools and supervisors. The purpose of the discussion will be to impress on the headmasters in particular about the importance of art improvement programme. The implications of the introduction of the programme should also be brought to the notice. This helps in taking the decision and avoids subsequent difficulties so far as the facilities are concerned.

The next phase of the art improvement programme may comprise of conducting the workshops to acquaint the teachers

Particular with the technical know how related to the areas of weaknesses which it is proposed to tackle. The teachers may be given some actual practical experience. Some demonstration lessons also may prove very helpful. The action points, schedule of work and the methods of evaluation should also be finalised.

Some difficulties may have to be faced so far as the supply of material is concerned, this may be overcome to a certain extent by the supply of material from the Extension Services Centres.

Having launched the programme, it will be necessary to observe the programme in action and guide the teachers further in their work. Obviously this work has to be taken up by the art educators of the training institutions. It is always advisable to meet occasionally either individuals schools wise or collectively and discuss about the work done. This will also decide future action. If the programme is to be spread over a longer time this whole period may be divided into terms and it will be necessary to meet at the end of each and the beginning of the next term.

Report writing at every stage is very essential. One of the greatest draw backs of our effort is that we are not able to report properly. Without this people cannot have any idea of the work done and are deprived of the benefit of experience of others. Often a feeling arises in the mind of the reporter whether a particular item is worth reporting at all or records be maintained in details. In such cases, it is always better to err /towards other doing. What may be insignificant to one may be significant to /others.

Other efforts towards art improvement programme may be directed towards the improvement of curriculum itself. For this purpose, it is necessary to be conversant with the latest developments in the particular field and then locate the weaknesses in the curriculum at hand and

in this way curriculum development work can go on. For the present, such an attempt by the Extension Centres may seem to be too ambitious. Where facilities exist, there is no harm in taking up such ventures even.

Translation of literature into regional languages and making them available to the school teachers is another useful project that can be taken up by the Extension Centres. The particular needs of the teachers may be assessed in some discussion and possibilities of collecting the material in English or other language in which such literature is available may be explored. Such material may be got translated with the help of the staff of the training institutions.

The above mentioned activities in the direction of art improvement programme are some of the items. The participants are at liberty to either take up individual items or all of them in succession. The tentative programme of the work that the participants want to take up may be drawn up and action points decided. This scheme may be referred to the National Institute of Basic Education for scrutiny and advise if necessary.

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(vi) GROUP DISCUSSION

Group discussion is a very important technique in the in-service programmes. It serves as an effective tool for arriving at decision and developing democratic attitudes. Its value as an effective training method and technique for therapy and research is widely acclaimed. Moreover, in this process we can have maximum involvement of the participants in a learning situation.

The effectiveness of the group discussion, however, depends upon its organisation and the climate in which it proceeds. To utilise this technique profitably, it is imperative that everyone connected with it should be familiar with its essential components, their relationships and cognitive-perceptual process involved. This paper deals with these aspects of the group discussion. It briefly states the basic and essential components of the discussion at three sequential points:-

1. At the time of input i.e. when the discussion is about to start.
2. During the discussion under conditions of maximal goal achievement.
3. At the time of output under conditions of maximum productivity.

Purpose of this paper:

The purposes of presenting this paper are:

1. to examine the structure of group discussion presented in the paper.
2. to examine the possibility of adopting group processes in the in-service training in our extension centres.
3. further refinement of the structure itself in the light of the experiences of the members of this conference.

Essential components:

1. Purpose:
 1. Purpose
 - i) purpose must be exactly defined.
 - ii) it must be accepted.

Discussion may have any one of the following three purposes:-
 i) to solve a problem;
 ii) to aid in learning;
 iii) to secure commitment to later action.

Depending on circumstances, its purpose may be: predetermined or II. emergent.

2. Content:
 - i) Discussion starts with a varying quantity and quality of meaningful content consisting of reliable facts, and ii) considered opinions brought the individuals participating in the discussion.

During Discussion
 a) Conditions for Maximum Goal - Achievement.
 b) Socio-psychological screens for refining the discussion.
 c) Procedural Screens for refining the discussion.

When discussion begins, 1. Physical Factors.

a number of socio-psychological processes become immediately operative in interpersonal and intrapersonal interaction and filters contributions.

- 1) Screen created by each member perceptual field:-

All behaviour of an individual is completely determined by this perceptual field the only reality he can accept and sees others perceptual field containing much error. So, necessity of establishing common ground of content and deal with it objectively and impersonally.

1. Purpose
 - i) The goal is achieved.
 - ii) Results in member satisfaction

2. Content:
 Comparison of the content should be characterized by cognitive affective and conative meanings must be understood and accepted.

3. Thought-pattern:

The success of a discussion depends on the way the topic is developed systematically moving from the logical and definition of the problem through a consideration of possible solutions to the one selected preferred. The quality of group thinking is a function of the members skill in inquiry.

3. Fought pattern:

- i) The members understand the problem-solving sequence or (reflective thought process) exercise control over its progress.

2. Semantic:

- i) filter the word meanings.
- ii) determines whether the significance of a symbol stimulus is denotative or connotative.
- iii) The sender and the receiver should understand frame of reference in which the word is used.

2. Inquiry advocacy

Discussion is characterized by reflective thinking where best answer to a problem is to be sought. It is different from internal thinking in a debate where support for some predetermined answer is sought. So, appropriate balance between inquiry and considered support of ideas must be maintained.

3. Thought pattern:

- i) Decision and understanding reached should be based on the highest level of logic and evidence.
- ii) consensus optimum.
- iii) persuasion rather than by force.

4. Group:

May be a small face-to-face, informal group or large, more formal co-acting group. The prediscussion characteristics of any group are:

- i) structure; and
- ii) its external system participation.

4. Group:

- i) Maximum involvement of the members.
- ii, optimum size of the group. The group must be large enough to accomplish its goals and small enough to ensure member satisfaction through participation.

3. Internal forces

- i) of the individual who seeks some combination of overt or covert-personal or group goals. Goal seeking behaviour stems from and is shaped by the perceived by the instabilitie it members behave, attitude, status, values, desires and needs related to the discussion.

3. Evaluation

The assessment of progress made during and after the discussion definition outcome affect the and increase, effectiveness of the discussion.

4. Group:

- i) Analytical maturity the group must have reached a point where it can and does assess its own progress.
- ii) A Socio-psychological balance: It should be able to satisfy ego-needs while working effectively towards goal.

ii) of the group:

depends on noncohesiveness extent of cooperation, and competition, stability etc.

5. Leadership

The leadership may be:

i) Designated:

- a) where there is a single leader (moderator, chair-men, president etc.)
- b) Where leadership is shared among several who know their responsibilities in an advance.

ii) Latent:

the potentialities within the group members who once discussion has started exercise the initiative in carrying out whatever leadership functions are needed.

6. Communication:

- a) individual skills, and
- b) group net works.

4. The External System:

Includes the total physical teaching and social environment. The

- i) Presence of high - external system societies security defence ratios have characteristics of the members feel that a secondary group and their contributions will be understood and accepted.

5. Groups interaction Potential:-

Full involvement of members improve productivity which is a function of the extent to which 'interaction to which 'interaction is maximised.

6. Communication:

- i) perceptual coincidence between establishing "common groups" in discussion what is said must be similarly structured (perceived) by both speaker and listeners.

ii) Motivating relevancy:

What is said must be relevant to the goal of the group and head-value system of participant.

5. Leadership:

When discussion group is functioning at its functioning at its peak,

- i) There is optimum opportunity for leadership environment.

ii) members have opportunities to practice different leadership roles.

- iii) Dependence on a single leader is at a minimum.

6. Communication:

Should be characterised by clarity ii) acceptability.

(vii) BRINGING COMMUNITY CLOSER TO SCHOOL

Education in our country, till now, was isolated from the people. But now, with the acceptance of the principle that basic function of the school is to improve the quality of human beings, the responsibility of the school transcends the limited educational programmes, usually provided within its four walls. Education, in fact, has become peoples' movement and schools can hardly afford to remain in an ivory tower, detached from life. To make it life centred, closeness to Community becomes inevitable and it remains one of the important functions of the Extension Centres to find out ways and means to help the teachers of associated schools to build the bridge between the schools and Community for their mutual benefit.

ASSUMPTIONS:

1. The School cannot function effectively without close co-operative with the Community.
2. The school has a definite part to play for social change.
3. The knowledge of the community is essential because the child is brought up and educated by the community.
4. Under the Panchayati Raj, the Schools are required to be looked after by the Panchayats.
5. Clear understanding of the process of co-operation in spirit between the two agencies is important, more for the maintenance of our young democracy than merely for the betterment of schools.
6. Community is reservoir of resources, which if tapped can help the programmes of the school.

HOW CAN THIS BE DONE:

1. Understanding II services.
 - A. School should understand the community.
 - B. School should help the community understand the

school.

C. School should have programmes to serve the community needs.

D. School should induce the community to meet the needs of the school.

(The part of the school is significant in the present time because of the community being largely illiterate and not fully conscious of their duties.)

DIFFICULTIES:

1. Heavy curriculum.
2. Pressure Groups in community.
3. Wrong attitude of the illiterate public.
4. Teachers aptitude.
5. No place in evaluation.

SOLUTIONS:

1. Change in attitude.
2. Developing faith in the good qualities of our community members.
3. Keeping away from the local politics.

POSSIBLE ACTIVITIES:

A. SCHOOL REACHING THE COMMUNITY:

1. Parent teachers associations.
2. Providing entertainment to the community through exhibition, drama and other cultural programmes.
3. Keeping the Parents informed with why of the academic programmes and other activities of the school.
4. Providing school Resources for public use e.g.
 - (a) Library
 - (b) School building.
5. Alumni activities.
6. Home visitation by Teachers.

7. Rendering social services.

(a) Cleanliness squad.

(b) Liberacy campaigns.

(c) Writing and Reading for the illiterate members of the community.

(d) Services during mela.

(e) Services in disaster like fire and epidemic.

(f) Decoration of community places.

(g) Hoping community in organising local functions.

8. Education week.

9. Child study groups.

B. SCHOOL INVOLVING THE COMMUNITY TO SERVE THE SCHOOLS:

1. Citizens/Betterment committees for schools.

2. Making use of resource people.

3. Making use of resource places.

4. Meeting school needs like building repairs and furniture through community efforts.

5. Getting maximum number of parents to the school functions.

6. Getting provision for mid-day meals.

7. To seek the assistance of community to achieve the targets of compulsory education.

IMPORTANCE OF HOW INSTEAD OF WHAT:

Report of the Regional Conference of
Honorary Directors and Coordinators
of Primary Extension Centres of the
Western Region held at Gargoti
Maharashtra from the 27th November
to the 30th November, 1965.

Compiled By

M.R. Chilana

DEPARTMENT OF BASIC EDUCATION
(National Council of Educational Research and Training)
D 14A/6, Model Town, Delhi-9.

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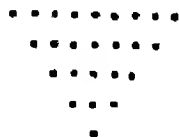
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A. 1. Introduction

The Regional Conference for Western Zone, consisting of the Primary Extension Services Centres from the States of Maharashtra, Madhya Pradesh and Rajasthan was held at Mauni Vidya Peeth, Gargoti from 27th November to 30th November, 65.

The Regional Conference was attended by the Hony. Directors and Coordinators of seven extension centres namely Gargoti, Amravati and Poona (Maharashtra) Kundeshwar and Bhopal (Madhya Pradesh) Tonk and Udaipur (Rajasthan). No centre remained unrepresented.

Dr. D.V. Chickermani, Hony. Director of the Extension Centre at Gargoti, directed the conference.



A. 2. Inaugural Session

The conference was inaugurated by Dr. (Mrs) Chitra Naik, Director, State Institute of Education, Poona. She was welcomed by Shri B.M. S ave, Director of the Mauni Vidya Peeth, Gargoti. He also gave a brief account of the growth of Mauni - Ashram which was founded in 1952. Shri H.B. Majumder, Head of the Department, Department of Basic Education presented an outline of the proposed work of the conference. He eulogised the noble task the Vidyapeeth is engaged in and the speed of its development. He thanked the management for accepting the responsibility of organising the conference. Elucidating the philosophy and concept of Extension, Shri Majumder remarked that extension is a process of continued interaction between the workers in the Educational field, leading to the benefit of all concerned. Referring to the host of challenges that our schools are facing today, he pointed out that one major drawback in our approach has been that we have been adopting methods and techniques evolved by foreigners in their environment. But to find real solutions, we will have to search in our situations, though we may take advantage of others' experiences. Transplantation he said, without carefully examining the plants i.e. techniques cannot bring harvest. He hoped that Primary Extension Centres will surely help schools in solving the problems faced by the present situations in the country.

Inaugurating the conference, Dr. Naik, conveyed the greetings of the Director of Education, Maharashtra whom, she said, she was deputising at the inauguration ceremony of the conference.

Referring to the growing importance of elementary education, Mrs. Naik observed that if we want to improve our educational system, we shall have to improve our standards at the elementary stage, which forms the base of our educational system. National Development, she said, has become synonymous with to elementary education and the seeds of the development shall have to be sown in the minds of the young children, when they are receiving education in elementary schools.

She pointed out that the country has progressed much after independence in various spheres of education in the number of schools and colleges, in the enrolment of students at different levels and recruitment of teachers etc. But this rapid expansion has been responsible for the dilution of the quality. It is high time now to take care of the quality of education, which is the major responsibility of extension services centres. The task of improving the quality, however, is not so simple. There are numerous difficulties and above all it is the lack of financial resources. But she observed that all the difficulties can be overcome if we have devoted and dedicated men - and this increases the responsibility of teachers. They should rise to the occasion to build up the life of the community laying a sound base of the educational system. The Extension services centre has the responsibility of making such teachers.

Referring to the numerical strength of the extension services centres, she said the number of the centres is too small at present keeping in view much larger number of Elementary training institutions in the country. But she went on to say that numerical side is not so important. What is more important is the dynamic side of a centre and if dynamism can be developed, it can

change the life of the elementary education in our country. Though smaller in numbers, these experimental centres can serve a very useful purpose in establishing procedures of extension work and of working with schools.

Referring to the methods of development and national reconstruction, she observed that we cannot adopt the methods which have been adopted by communistic countries as India is wedded to the freedom of thought and democratic structure. Nor can we depend upon the process of evolution for our development because it is a very long process.

The knowledge of science doubles every tenth year after the second world war. The student studying in an elementary school in India, is far behind in matters of knowledge in comparison to a child studying in U.S.A. But we cannot remain satisfied on the situation and there has arisen a need for us to do something so that we do not stay behind in comparison to other countries. She laid stress on the need of discipline for the democratic structure of our country. The best methods in democracy are persuasion and self realization. Self discipline is the best discipline. She said that we should not calculate our progress in terms of quality, but we should measure our success in terms of quality, in terms of the making of men who can put in better work. She was of the opinion that the conference will achieve a big thing, if it could result in taking decisions, which can help in the making of men.

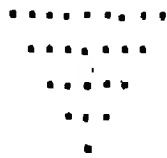
In her concluding remarks she observed that:

1. The Primary Extension Services Centres have to lay seeds of improvement of elementary education.

2. The progress of the centre should not be judged by

the quantitative estimate, but progress in quality.

3. The success of the centres lies not only in improving the schools in immediate environments, but also in laying down the procedures of working with teachers so that other institutions may also get benefit from them.



A. 3. Discussion on the work done.

Extension Services Centre, Gargoti.

The main features of the report of the centre were the following:-

- i) Training course.
- ii) Other activities:-
 - a) Elocution competitions.
 - b) Subject lectures for VII grade children.
 - c) Competitions for cultural programme.
 - d) Sports and Games.
 - e) Publications.
 - f) Special Projects:
 - i) Reading clubs.
 - ii) Supply of text books to children in schools.
- iii) General projects for school improvement.

The discussions centred around the following items of the report:-

- i) Supply of text books to children in schools.
- ii) Sports and Games.
- iii) Subject lectures.
- iv) Orientation course.

The following questions were asked by the participants regarding the project, supply of text-books:-

1. Will the children not require books for studying at home or doing home work?
2. How will the children be taught handling of text books, in such a way that the books may last longer?
3. How will the books be kept in the school by the subject teachers?

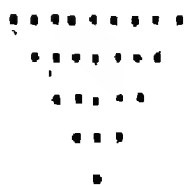
4. What can be the techniques of teaching language effectively so that there may not arise need for the children for taking the text books home?
5. How can the children be taught to respect the text books so that they may regard themselves trustees of the books and use them very carefully?
6. Has the centre brought out a mid-term report on the findings of the project?
7. Can this project solve some other problems also e.g. enrolment, co-operation with parents etc.?

The Hony. Director and the Coordinator furnished the necessary information. The group also discussed the general utility of the project.

The following facts came out as ^a result of the discussion on the different items of the report:-

1. Because this is a matter of language text books, the children up to class III do not need drilling at home. Therefore, text books are not required at home.
2. The children need to be prepared to take care of the books. The covers which are provided by the school also increase longevity of text books.
3. Care of book is essential because we are getting gift paper and we cannot give more than one book to one child in a class. If one child consumes more than one book, this is also possible that other children may have to remain without a book.

4. Under the latest instructions of the education department Maharashtra, the books, formerly distributed by the department to children used to become property of the children, but now they will remain the property of the school and thereby the property of the extension centre
5. The life of the books may be calculated by the centre at the end of three years.
6. If a project is planned by a centre for improving games and sports, the grants can be spent for the purpose.
7. The two categories of the programme of the centre - (a) general programme for all schools (b) special programmes in selected schools was regarded as a good feature, and it was suggested that other centres also should keep in mind these things while planning their programmes.



Extension Services Centre, Rural Institute, Amravati.

The programmes of the centre included the following:-

- i) In-service Training Programmes.
- ii) Training in the preparation of teaching Aids.
- iii) Supply of text books and other material.
- iv) Demonstration lessons.
- v) Circulating library service.
- vi) Publications:
 - a) Pragatik Shikshan (Fortnightly Magazine)
 - b) Model Study Plan (For classes I To IV)
- vii) Exhibition.
- viii) Film shows.
- ix) Science Clubs.
- x) Construction of Katcha Urinals.
- xi) Gardening.
- xii) Paper work and spinning.
- xiii) Working on the projects.
 - a) Intellectual activities
 - b) Physical activities
 - c) Aesthetic activities
 - d) Social activities and
 - e) Moral activities.
- xiv) Visits by eminent persons to the centre.

The discussions centred around the following items of the report:-

- i) Pragatik Shikshan (Fortnightly Magazine)
- ii) Supply of text books and other material.
- iii) Construction of Katcha Urinals.
- iv) Inservice training programme for Basic Education.
- v) Training in the preparation of teaching aids.

The participants were interested in the following aspects of the different items of the report:

1. How could the centre manage for the publication of a fortnightly magazine?

2. Can subscription be realised by the centre for its magazine?
3. Can text books and other reading material be provided by the centre to children?
4. Was construction of Katcha Urinals in schools, part of some project for developing health habits in children?
5. What were the objectives for organising an inservice course on Basic Education?

The following were the observation and comments of the participants:-

1. The publication of a magazine is an important but a controversial issue. The concern of an extension centre is with its fifty schools. The extension centre should not go beyond its area. The centre should bring out its news letter but not a magazine. Such a news letter should necessarily be got cyclostyled. However such literature as reports of the workshops, conferences, annual reports or other reading material which has to be sent to other extension centres and departmental officials can be got printed.
2. The extension centres should be very selective in supplying articles. These articles should be those which are not supplied by the Govt. or local bodies, to the school as the case may be. The supply of material to schools should be directly related to the projects which the centre has taken up in the schools.
3. Majority of the projects of the extension centre should be related to the inservice programmes for the teachers. The centres in addition to the above may take up some such programmes which they think to be essential.
4. Each centre may take up a project for developing health habits in children for those schools, which do not have urinals.

5. We should do something to improve standard of science at the elementary stage. If we can have a science-club in each school, this would definitely be an achievement.

6. The preparation of teaching aids should form an essential feature for our extension centres. Conditions should be created so that the schools may exchange teaching aids. But those teaching aids, which require certain type of specialisation need not be prepared. There are teaching aids which can be available in the market. Such teaching aids should be supplied to the schools by the school authorities, but there can be a number of aids to teaching which may be got prepared in a planned way. There are teaching subjects in which different topics may require teaching aids. Such topics may be selected by teachers, and not one but the whole group of teachers, with a division of topics may prepare teaching aids concerning the whole course.

Extension Services Centre, Goverdhanvilas, Udaipur
(now in State Institute of Education, Udaipur).

The following activities during the year, 1964-65 were mentioned:-

1. Remembering Pandit Nehru.
2. Celebration of festivals and Jayanties.
3. Seminar on the teaching of social studies and Hindi - Classes I to V.
4. Handwriting and dictation competitions.
5. Circulating library scheme.
6. Exhibition of the work of the children and teachers of the schools.
7. Publication of literature.
8. Writing of Moral quotation.
9. Projects in the schools.

(a) Common projects.

- i. Improving the Handwriting of the school children.
- ii. Dictation.
- iii. Increasing the enrolment in the school.
- iv. School uniform.
- v. Personal or general cleanliness.
- vi. Craft activities.

(b) Optional projects:-

- i. Developing school community relationships for cooperation.
- ii. Mid-day Meals programme.
- iii. Agriculture and gardening.
- iv. Students' self managed shop.
- v. Morning assembly and chorus singing of the national anthem.

The activity writing of Moral quotations in the schools for the students was discussed.

One participant expressed the view that it leads to unconscious memorising without understanding.

The following suggestions were given: -

1. These must be selected according to the level of the understanding of the grade concerned.
2. Though they may encourage rote memory but the conscious effort of the teacher can develop the desirable attitudes.
3. Certain qualities remain unconscious during childhood but when they grow they become well meaningful.

Grant-in-aid.

While discussing the items of grants-in-aid given by the centre to schools, the following decisions were taken up for future guidance:-

1. The grant-in-aid for schools be given in kind in relation to the needs of the project in a school.
2. The justification of the supply of articles to schools should be seen in the light of their right use in the project.
3. The grant-in-aid should be given only when the Coordinator has tapped all the resources of the community and the department e.g. Zila Parishad, education department etc.
4. An experimental programme requires the equipment for further implementation and follow up and hence the question of withdrawal of the equipment from the school does not arise.
5. Moreover, if at all a situation arises after the completion of the project the equipment in a particular school is out of use, it can be transferred to other schools because it is the property of extension centre for use in schools.
6. The spirit of the sharing of equipments among school can be developed.

Extension Services Centre, Govt. B.S.T.C., Tonk.
(Rajasthan)

The centre under took the following activities during the year:-

(A) Compulsory Projects:-

- i. Handwriting.
- ii. Routine activities of the school.
- iii. Academic Projects.
 - a. Dictation
 - b. Reading
 - c. Story Telling.
 - d. Recitation.

(B) Optional Projects:-

1. Wall Magazine
2. Students welfare fund
3. School uniform
4. Museum
5. Text Book Bank
6. Mid-day Meals
7. Safe guard from abuses
8. Gardening
9. Games
10. Home work

(C) Other activities:-

1. Exhibition
2. In-service Programmes.
3. Exhibition
4. Extension lectures followed by discussion.
5. Teachers study circle.

The increase of number of the selected schools from 50 to 60 was discussed. The increase of the number of schools by 10 from the prescribed limit was done without any permission from Department of Basic Education.

It was pointed out that there is a provision for the selection of 50 schools under scheme and hence the grant-in-aid cannot be extended to the additional number of schools which the centre has taken. The coordinator can work in those schools if he has extra energy.

The Head of the Department, Department of Basic Education give his observations as below: -

1. There is a purpose behind limiting the number of school under scheme to 50.
2. If we go on increasing the number and the area of operation, the very purpose of the schemes may not be fulfilled.
3. The number should not be increased because we want to concentrate over a particular area.

Personal contacts of the Coordinator:-

This question rose due to the statistics of the personal contacts made by the coordinator. The participants wanted to know the meaning of 'contact'.

It was pointed out that the school visits of the coordinator and contact with the teachers may not be taken under the same heading as the two are different things.

It was further suggested that personal contact may be divided under three heads as given below:-

1. Visits of the Coordinator to the schools.
2. Visits of the teachers to centre.
3. Casual contacts.

It was also observed that as we are evolving a new theory no hard and fast rule should be stuck. We are to record significance rather than frequency of visits to schools. We must therefore think more of qualitative improvement than only data collection.

Extension Services Centre, Kundeshwar (Tikangarh) M.P.

The programmes of the centre included the following

- i. Headmasters work conferences.
- ii. School wise conferences for intensive schools.
- iii. Workshop on reorientation of teaching reading.
- iv. Action research workshop.
- v. Workshop on teaching of Social Studies.
- vi. Craft training.
- vii. Reorientation seminar of A.D.I.S .
- viii. Symposium.
- ix. Extension lectures.
- x. Demonstration lessons.
- xi. Exhibitions.
- xii. Inter school programmes.
- xiii. Teachers clubs.
- xiv. Minimum basic education programme.
- xv. Library services.
- xvi. Science club.
- xvii. Film shows
- xviii. Publications.
- xix. School improvement programmes (off campus)
- xx. Evaluation.
- xxi. Other activities.

The participants took interest in the following aspects of the report:-

- i. Padyatra.
- ii. Schoolwise - Exhibitions.
- iii. Demonstration lessons.
- iv. Reorientation seminar of A.I.D.S.
- v. Teachers' Club.
- vi. Home work.

The details of the above were explained by the Hon. Director of the Centre.

The special feature of the centre has been that the whole staff of the training college has been involved in the extension programme of the centre.

It was realised that gradually a stage should come when extension programme should be integrated in the working of the whole training school/college. If all teachers take up inservice work their preservice work is reinforced. But where the whole of the staff of an institution is involved the roles of the lecturers, Coordinator and Director should be very clearly defined.

The participants took interest in knowing the details of the organisation of Teachers' clubs and school-wise exhibitions, arranged by the centre. The activity was very much appreciated.

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Extension Services Centre, Bhopal.

The activities of the centre can be categorised as under: -

1. School visits.
2. Seminars, workshop and Training Courses.
3. Lecture - cum - discussions.
4. Inter - school visits.
5. Projects.
6. Exhibitions.
7. Survey of schools.
8. Film show and Audio-Visual Aids Services.
9. Library Services.
10. Publications.
11. Work competitions.
12. Intensive work.

The project on improving the handwriting of students was discussed by the participants. The extension services centre has substituted the use of fountain pens by the students to pen holders with special tupe of nibs. The children write with these pen holders on printed 'Sulekha Copies?'

The following observations were made by the participants in this connection:-

1. Only the filling in of words in printed copies 'Sulekha' cannot do much to improve the of handwriting/the students.
2. Drill in filling words increases the imitating spirit of the children. Grading of the handwriting is helpful for the self evaluation of the children.

4. It was suggested that before taking up any step to stop the use of fountain pens, its reason may be found out and made clear to the students. The centre should also try out the use of reed pens and find out the advantage and disadvantage of each.
5. It was pointed out that the weight of pen is an important factor to the speed in writing and this should be considered.
6. Handwriting is a matter of wrist movement with the position of the paper. The muscles of the fingers and wrist should be watched while the handwriting work is going on. It is the muscular movement in stroke which contributes to handwriting.

Publications:

The centre has brought out two publications based on Basic Education and a Hindi Version of the Summer School Programme, initiated by the Regional College of Education Unit, Delhi.

As regards the publication of Hindi Version of the Summer School Programme of the Regional College Unit, it was pointed out that it was a programme for secondary school teachers and its relevance for Primary School teachers should be examined with caution.

This was a very important issue i.e. on making use of the publication of Department of Field Services and other agencies in the field of education. They should be carefully scrutinized ⁱⁿ the light of the needs of Primary education extension Programmes.

Extension Services Centre, Poona. (Maharashtra)

As the centre was started only recently, the report was not very exhaustive. The centre reported that fifty associated schools were selected according to the criteria so as to include all types of schools, urban and rural, Boys and Girls, Big and Small and Basic and Non-Basic etc.

The centres' plan of keeping files of all the school was very much appreciated. The centre had conducted the preliminary survey so as to collect bench mark data for the schools. This was appreciated.

The centres' attempt to meet the teachers of neighbouring schools in periodical meetings was also received with appreciation.

The centre's initial efforts were considered to be most pertinent.

Report on Significant Activities

Extension Services Centre, Gargoti.

The centre reported that its significant activity was taken up the 'Science Education Extension Project'.

The name of the project was abbreviated as S.E.E .P.

The object of the project was stated as (i) promoting an intelligent understanding and appreciation of the principles and applications of the principles and applying of physical and biological sciences amongst the teachers and pupils .

The centre adopted the following methods to achieve its objectives: -

1. Paper reading on scientific subjects and discussions.
2. Lectures and talks illustrated by pictures, and models etc.
3. Demonstration lessons.
4. Performing and demonstrating experiments in science.
5. Use of filmstrips on scientific topics.
6. Use of 16 m.m. films on scientific subjects.
7. Arranging science fairs and science exhibitions in schools.
8. Preparing and exhibiting teaching aids in science.
9. Visits to scientific laboratories and places of scientific interest.
10. Arranging loans of scientific equipment to schools on a circulating basis.
11. Preparation of science bulletin manuscripts and exhibiting them.
12. Publication of leaflets for students on important topics.

Many clarifications were sought regarding the methods employed to achieve the objectives and especially on the preparation of bulletins and arranging of Exhibitions. The group was informed that bulletins were issued monthly or quarterly to schools and exhibitions were held twice a year. Among the exhibits were included the teaching aids for science, the improvised science apparatus, the instructive materials for science models etc.

The project, it was felt, was well organised.

Extension Services Centre, Amravati.

The significant activity of the centre was starting of Balsabha in almost all the associated schools of the centre. Balsabha was defined as an elected organization of students, to help in the achievement of the following objectives:-

1. To provide as a forum for the expression of students' ideas, skills and talents.
2. To promote various activities both curricular and co-curricular.
3. To give citizenship training.
4. To help solve the problems of the school.

Formation of Bal Sabha:- Each class had its representative on the Balsabha. These members formed a committee. They elected the President, Vice-President and the secretary from amongst themselves.

The schools undertook the following activities with the help of this organisation:-

1. Organisation of cultural activities in schools.
2. Excursions to near places.
3. Bringing magazines in manuscript form.
4. Improvement of school attendance with the help of the elected members.
5. Planting of trees.

The centre reported that on evaluation of the activities of the project, encouraging results seem to have been achieved and the project is to be followed up next year also.

The following points emerged from the discussion:-

1. More details of the procedures need to be given in the report.
2. Care should be taken to see that all the children get an opportunity to assume some responsibility.
3. A constitution, on democratic basis, may be framed by indicating the assignment of duties, delegation of powers etc.
4. Title of the project may be reviewed. It should better be named as student Panchayat.
5. Expenses on excursions etc. should not be incurred from the extension funds.
6. The objectives of the project be made quite clear to the teachers to secure their cooperation.
7. The activities should come from the students and not only from the teachers.

Extension Services Centre, Kundeshwar.

The main activity of the centre was a project on 'Children's savings Bank' undertaken in of the Senior Basic Schools, of the centre, on experimental basis.

The project was taken up keeping in view the felt needs of the school. The school gets children from rich families in most of the cases. The students receive sufficient pocket money from their homes. Most of them spend it on purchasing unhygienically prepared products sold by the vendors in the markets near the schools. This proved harmful for their health causing irregular attendance in the school. Above all the students developed bad habits of extravagance. The school decided to plan a purposeful activity of

starting a children's Savings Bank to direct the resources and energy of the students in right direction.

The Extension Centre helped the teachers and students of the school in working out the details of the project. A meeting of the staff members and student council was convened by the Coordinator. He invited suggestions from the teachers and students on the various points of action. After thorough discussion on the different aspects of the implementation, the project was initiated in the school.

The following were described as the main features of the project: -

- a) All the children have printed pass-books.
- b) Forms for opening accounts withdrawal and final closures have also been printed.
- c) A senior teacher is incharge of the activity.
- d) Day to day transactions are carried out by the senior class students under the guidance of incharge teacher.
- e) Students have been persuaded to deposit money as per their capacity.
- f) The money thus deposited is invested in running a cooperative shop. The profit goes to the students in percentage of the money deposited.

The participants sought clarifications on various points e.g. how the project was planned; whether children have any difficulties in managing the affairs; how are the expenses of printing the withdrawal forms and pass-books met etc.

The group was informed that the project was planned by the Students body with the help of teachers. They held several meetings to finalize the procedures. Regarding the difficulties students in managing the affairs, it was reported that whenever they have any difficulty, the managing committee of the children meets and solutions are found out. The expenses were initially met only partially by the Extension

The attempt of the centre was appreciated by the participants.

Extension Services Centre, Bhopal.

The main activity of the centre was starting a project on 'Honesty in Examination'.

The project was taken up the suggestion of a group of teachers. Accordingly an experiment was conducted in two primary and one middle school. The aim of this experiment was to create the feeling of honesty in the children. The procedure adopted for this experiment was as under:-

In the general assembly of the students a talk about "Honesty" was delivered. Thereafter the students were asked to promise that they would not use any unfair means even if no invigilators were posted in their rooms at the time of examinations. Those who would like to participate were requested to raise their hands. 123 children out of 153 children raised their hands. They expressed the view that they would very much like to the examination without the invigilators.

The 123 children were handed over the question papers and the answer books and were allowed to sit any where they liked with-in the school campus. When the examination was over, they handed over their answer books to their class teachers.

After the marking of the answer books it was revealed that the achievement of the children was to a great extent according to the estimate of their teachers and the use of unfair means had very little effect.

The thirty students, who did not join their classmates promised better preparation for the next time. Eighteen of them joined the group on the next day and twelve children did not turn up for the examination. This matter was enquired into the enquiry revealed that their home atmosphere was very

different from those of others and they were not in a position to prepare for the examination at their homes. It was therefore decided to offer some assistance to them, and they are expected to join their friends in the next terminal examination.

The project was considered ^{as} an important step in giving responsibility in self discipline to the students. But it was felt that a strict watch is required to be kept in knowing the situation from behind the screen. There was a suggestion that some tests should be held under complete vigilation of the staff to compare the results in order to know whether students resorted to unfair means or not when left to themselves unsupervised. There was another suggestion to undertake case studies of those students who are detected to be or found out to be resorting to unfair means. This will help in finding out the causes for adopting unfair means and also finding out the ways to persuade the students not to do so.

Extension & services Centre, Udaipur.

Centre
The/described 'Mid-day Meals' in the nine associated schools as its most significant activity. The following objectives were desired to be achieved through the project:-

1. To teach children healthy habits of taking food.
2. To encourage stay of children in schools for the whole day.
3. To improve the instructions after having ensured their attendance.
4. To educate children for group participation.

Nine schools chose to adopt the project. A meeting of the parents was called in each school and they were requested to cooperate.

Preliminary arrangements for the running of the project were made as given below:-

- a) The children were informed well in advance that the project would start from 1st September, '64' and that they should make necessary arrangements at home.
- b) The teachers were also requested to come with their lunch packets.
- c) Arrangements were made to have the lunch class wise in schools where the strength was more than 100 children. Otherwise all the classes sat together for it.
- d) All the class teachers were requested to keep a record of irregular attendance in the month of August, before starting the project to facilitate evaluation of the project.
- e) Separate place was assigned to each class for putting the tiffin-careers.

An attempt was made to foster the following habits amongst children:-

1. The whole group starts to eat the meals at the same time.
2. The children sit cross legged for the meals.
3. The glass of water is put towards the left hand of each child.
4. Every one eats with his right hand.
5. Every one keeps the mouth closed while chewing the morsal.
6. No-body talks while taking meals.
7. Drinking water during taking meals is discouraged. Special time of ten minutes is given for this purpose just after the meals.
8. Every one cleans his teeth and washes his mouth with water after meals.

9. Every body cooperates in cleaning the place where the group sat for taking the meals.
10. Every one uses the pit meant for waste material.
11. Every one puts the empty tiffin career at the place assigned for the purpose in the class.

The centre also took the Mid-term evaluation of the project, based on the opinion of teachers and on the observation of the actual programmes, and reported satisfactory results. The attendance of the students became satisfactory and they looked healthy. Parents have appreciated their good eating habits, which the children observe at home also.

The following observations were made while discussing the details of the project:-

1. Details of health habits and eating manners should have been evolved in consultation with the doctor and specialists.
2. Eating should be a joyful activity and may not be taken in a regimented way.
3. Regarding some eleven items suggested to be kept in view, while evaluating the impact of the project, it was felt by the group that it could not be possible to make such deep observations.
4. The code of conduct to be observed by the child at the time of meals should be evolved with the help of children.
5. The nature of follow-up work could also have been indicated.

Extension Services Centre, Tonk.

The most significant activity of the centre was starting 'Hand writing Project'. The project was started from 1st July, 1963 and was continued in the following year in all the associated schools of the centre.

The following were described the objectives of the project:-

- a) To stimulate students to write beautifully, clearly and legibly.
- b) To create harmonious correlation between head, heart and hand.
- c) To train their senses.
- d) To create aesthetic sense amongst students.
- e) To prepare students for their future lives.

The following are the guide lines for teachers as evolved in one of the workshops of the teachers in this connection. - Teachers should see that:-

1. Students are well equipped with all the necessary materials required.
2. The material is used properly.
3. Handwriting work is done on takhties in class I & II and calligraphy copy books are used in classes other than these.
4. Sitting position of students is correct i.e. in 'PADMASANA' with the desk and in 'VEERASANA' when without a desk.
5. The 'Kalam' is correctly and properly made.
6. Position of the inkpot is correct.
7. The holding position of 'Kalam' is correct.
8. The inkpot, quality of ink and quantity of ink is according to the needs.
9. The position of takhti and calligraphy books work is correct. The teacher should also see the correct holding position of takhti.
10. The word or a line given for hand writing is according to the standard of the class.
11. The line or words should be written on the Black Board or if possible teachers should write one model line on takhti or on copy of every student.

12. The teacher should do the model writing and students should follow it.
13. Light arrangements should be are correct.
14. Pen and holders should be boycotted at primary level and pen at the middle stage. Special nibs for hand writing can be used at this (Middle School) stage.
15. Hand writing should ^{not} be given as home work at Primary stage.
16. When students are at hand-writing work teacher should be on his toes. He should reach each and every student for checking and helping him. Common mistakes should be explained to the whole class on the Black Board.
17. Following should be kept in mind while correcting the Hand writing work.
 1. That every word and letter is corrected.
 2. That correc-tion is done with Kalam and by different (Red) ink.
 3. That mistakes are rewritten by students. Without correction teacher should not proceed further.
 4. That it will be better if a teacher does this correction work in Presence of the student concerned.

The centre recommended the following methods to motivate the students to improve handwriting.

1. By appreciation
2. By putting name on the Merit Board
3. By giving certificates at the time of annual competitions
4. By giving prizes on special occasions like school's annual function etc.
5. By organising inter class and inter school competitions.
6. By maintaining graphical progress charts.
7. By weekly or monthly marking.
8. By pasting useful charts and pictures.

9. By pasting the hand writing work of the best student in the class etc.

The centre organised the following In-service Programmes to achieve the objectives of the project: -

1. Almost all the teachers were trained in five seminars and Workshops.
2. A specialist in Hand writing was called in this session from Kanpur. He gave intensive training in this field for four days.
3. A seminar on evaluation of projects was organised. Some proformas for Hand Writing project were prepared and supplied to schools for evaluating this work.
4. Annual project competitions were arranged by the centre every year which show that schools are progressing rapidly and some of the schools have shown results beyond expectation.
5. Under the guidance of this centre an important publication 'A guidebook on Hand Writing' was printed.

It was felt by the group that the project was well-planned and the centre devoted a good deal of attention to it. The following observations were made for further improvement of the handwriting:-

1. As the centre has already worked on hand writing project, it can work now on an experimental project for preparing a 'handwriting scale'.
2. Inviting of Resource Persons from outside the state should be discouraged because it weighs heavy on the centre's already meagre budget.
3. As many extension centres are working on this project, experiences of all should be pooled together to bring out one publication from the

Department of Basic Education for the benefit and guidance of all the centre. This can be done atleast for Hindi speaking areas.

c Some Suggested Programmes

Papers on the suggested programmes as given below, were distributed among the participants. The list of each paper was also given.

1. Improving Science Education.
2. Improvement of Art Education.
3. Starting Kitchen Gardening.
4. Bringing School and Community Closer.
5. Functions of a Coordinator.

The group could not discuss the papers for want of time.

D. Vitalizing Teacher Training through Extension S-services Centre.

Shri P.N. Rusia, H ony. Director, Kundeshwar presented a paper on the above. The following points emerged out of the discussion: -

1. Extension should form an integral part of the Training Institute and only this way it can contribute to the development of Training Programmes.
2. The staff members of the Training Institute should make frequent visits to the schools to acquaint themselves with the actual school situations and to give the teachers the benefit of their wider experiences in their respective areas.
3. The Teacher Trainees should also be provided with opportunities to be in touch with these schools so as to make their education realistic.
4. By way of their direct contact with the schools, the staff of Training Institute should reconsider their theoretical beliefs by holding their staff meetings and discussing the issues.

Evaluation of Primary Extension Centres

Dr. D.V. Chickermane, Hony. Director, Extension Service Centre, Gargoti, presented a paper on the subject. The following points emerged out of the discussion:-

Evaluation of Individual Programmes

- A 1. The evaluation of a centre can be undertaken from two points of view. The first point of view would be the individual projects that have been launched by the centre. The second point of view would be forming the extension unit. The sum total of the evaluations of the different projects together with overall evaluation, as indicated, would give a fair idea of the working of the centre and its impact on schools.

2. As regards the individual projects, a uniform pattern would not be possible for all projects, in view of their differing natures. Some of the projects can be measured by quantitative methods. But obviously all projects undertaken will not be purely quantitative in nature. There might be some projects launched for qualitative improvement of schools, which aim at developing in school practice better methods of teaching e.g. Centres are organising camps, seminars, exhibitions, lectures, demonstrations of lessons and similar other activities for impressing upon the teachers the need for improved methods of teaching. In such cases a system of rating the teaching methods of teachers in schools will have to be adopted. Rating scales may evaluate traits on a three-point or a five-point scale. But rating scales may not always be reliable. All the same, they will be fairly reliable when rating is done by persons who know the work of teachers intimately.

3. Another device would be to collect information through a check list. The teacher may be given a check list which will be an inventory of the traits to be measured. The teacher will check the items, give suitable answers where required and supply such information, including statistics as may be required by the investigator. This method is now very frequently applied in evaluations but has also its draw back because check lists are filled in by the teachers themselves. In such cases, there will always be a tendency to exaggerate certain items e.g. nobody will ever say that he is not using equipments, though this may be the actual case. On the otherhand every teacher who is given the check list will say that he is adopting every new device indicated to him.

4. A centre will have to classify its projects, according to their nature, into same categories for purposes of evaluation before devising suitable measures for evaluation.

B. EVALUATION OF THE TOTAL PROGRAMME OF THE CENTRE

1. Evaluation of the centre as a whole unit can be done by a combination of methods. One could be its rating by the teachers participating in the activities of the centre. A proforma for rating may be drawn up by each centre.
2. Since such a rating scale will refer to the different activities of the centre, it will be possible for the centre to know the opinions of teachers on these activities. It can see to what extent its seminars, or camps have served their purpose.
3. The ratings, which may be in the form of categories, as A, B, C, can be reduced to quantitative terms by assigning equidistant values to them, as plus 1, 0, and minus 1, for the three categories, as very good, good, poor. These ratings can then be added and an average on each aspect rated can be found out. The sum total of the means of all the traits rated will give an over all evaluation of the centre in quantitative terms. Of course this will be the rating as given by teachers.

The Officers and other inspecting authorities of the centres may have a different rating scales of their own.

The Role of Advisory Committee in Extension Services Programme.

The discussion was initiated by Shri I.L. Mathur, Hony. Director, Tonk. The following points emerged out of the discussion:-

1. The advisory body is a committee of educational experts to provide guidance to the routine work of the centre.
2. The following categories of officials and non-officials should be represented:-

1. Inspector of schools.
2. All the deputy and Sub deputy I-inspectors of schools who are concerned with the selected schools.
3. The Vikasadhikari of Panchayat Samities.
4. Members from the training school staff.
5. Members from the associated schools, (teachers and Headmaster)
6. Some leaders of the society interested in education like, Pradhans and Pramukh of Panchayat Samities and Zilla Parishad.
7. Representatives of Parents.
8. Hony. Director and Coordinator of Extension Services Centre.

Thus, this Advisory Board will consist of twelve to fifteen members. Coordinator will work as the member, Secretary.

3. The advisory committee should preferably meet for twice a year. First meeting may be held in the month of May, so that the plan for the next academic session may be chalked out. The second, third and the fourth meetings should be held in the months of October, January and March respectively.

If only two meetings are possible due to heavy rush work, they should be organized in the months of May and March.

4. A suggestion also came for the formation of Sub committees for the successful working of the Programme that may be called at short notice the following personnel were suggested for this sub. Advisory Committee:-

1. Hony. Director of Extension Services Centre, Tonk.
2. Coordinator, member secretary,
3. Two S.D.I.'s.
4. Two Headmasters of associated schools.
5. Two members from Training School Staff.

This action committee will comprise of eight members and in the circumstances only two meeting of the Advisory Committee will be sufficient. The meeting of this

sub-committee may be conveniently convened whenever

necessity is felt.

5. The advisory committee may guide the centre on the following points: -

1. Inservice Programmes.
2. Useful topics on which in service training programmes, Seminars, Workshops etc, may be organized.
3. How to seek cooperation for new projects.
4. Project materials to be supplied to the selected schools.
5. Publications of the centre.
6. Evaluation of the Centre.

6. It was felt by all that the successful working of Extension Centres, depends much on the guidance and cooperation of the Advisory Committee and it should be framed carefully and made best use of.

"PROGRAMMES IN INTENSIVE SCHOOLS OF THE
EXTENSION SERVICE CENTRE"

Shri K.L. Basu, Hony. Director, Bhopal read a paper on the topic. The following points emerged from the discussion: -

1. As per the scheme of Primary Extension, every centre must select 3 to 5 schools for intensive work.
2. The purpose of intensive schools would be to demonstrate good practices to the other schools by developing these schools as model schools.
3. An attempt should be made to involve all the staff members of the training institute in this programme.
4. The Coordinator should be able to visit these schools at least once a month or more as per its requirements.
5. The schools may preferably be selected from different zones so that they may serve the purpose of vitalizing instructions in other schools.

6. The major purpose of the Programme may be total development programme and therefore following activities may be organised among many others:-

1. Adult education classes.
2. Introduction of Community Centres.
3. Balmelas.
4. Bal-wadies.
5. Cultural programmes.
6. Exhibitions.
7. Parent's day celebrations.
8. Celebration of local festivals.
9. Active participation of the school in village town activities.
10. Involvement of Community leaders in the School programmes.
11. Library Services for adults and children.
12. Projects on 'Shram Dan'.
13. Establishment of give and take terms in guidance between the school staff and the community leaders.
14. Lectures and talks of the elderly people of the locality on the topics related to the School curriculum and School problems.

"Formulating Projects for introduction in the Associated Schools".

Shri S.R. Londhe, Hony. Director, Extension Service Centre, Rural Institute, Amravati (Maharashtra) presented a paper on the above. He discussed the issues raised and looked to its new dimensions and reached the following conclusions:-

1. A project is an ongoing improvement activity which emanates from the problem which the teacher sees or he has been helped to see.
2. Here the methodology of work introduced is the one which has already been proved useful and it is here that an improvement project is mainly different from an experimental project.
3. Only such projects should be taken as are worthy of improving the learning experiences.
4. Projects should be categorized different broad areas for the facility of working out their details and for devising an action programme.
5. The Extension Centre should help associated schools in the formulation and implementation of projects in the following way:-
 1. It should help the teachers identify and see their problems.
 2. It should assist the teachers in formulating plans of improvement.
 3. It should provide necessary guidance when the proposed plans are being implemented.
 4. It should provide material from grants-in-aid as and when necessary.
 5. It should help the school evaluate the projects occasionally.

6. It was felt by the group that these projects will cease to get special attention of the teachers when they become a part and parcel of the school programme and form a routine activity.

Conducting Experiments in the Extension Centre

The paper on the above was presented by Shri Shiv Kumar Sharma of the Extension Centre attached to the State Institute of Education, Udaipur. The following points emerged out of the discussion:-

1. Conducting experiments should be taken as one of the important functions of an extension centre.
2. Experimental Projects should be taken up in schools, where teachers are quite enthusiastic and competent to carry them out.
3. Only such action projects should be taken, which are likely to improve the practices in the schools
4. Experimental projects should be carefully worked out.
5. The progress of experimentation should be periodically evaluated.
6. The final evaluation should be done as far as possible by an independent party.

D. (ii)

(a) Organising of Exhibition

All the centres participated in the organising of Exhibition. The centres brought with them charts and models, prepared at the centre or the associated schools and put them for exhibition on the first day. Great enthusiasm was noted among the centre personnel.

The Exhibition was inaugurated by Dr. Mrs.) Chitra Naik on 27th November, 65. The teachers of the participating schools of Gargoti centre, the students of the local institutions and the local community visited the exhibition.

Smt. Sane was requested to give her impression about the exhibition on the last day. She appreciated the work of the centres especially in the preparation of teaching aids and craft work.

(b) Visit to Schools

The centre at Gargoti arranged visits to nine of the fifty associated schools. All the delegates participated. The schools selected represented all categories.

The participants showed great interest in the organisation of single teacher schools. The centre took up the working of single teacher schools as the significant activity and provided guide lines to such schools in organizing the curricular and co-curricular programmes. Combination of classes for the curricular work, use of monitorial system and organisation of time table are the special features of the programme.

Another topic of discussion was the 'Kitchen Gardening' which was introduced in almost all the schools. Clarifications were sought while holding discussions after the visits about the source of

supplying seeds and manners the utilization of income and water facilities etc. The effort of the centre to improve the schools was appreciated by the participants.

(c)

Concluding Session

Shri Londhe, Hony. Director, Extension Services Centre, Amravati was requested to preside over the session.

He said that the organisation of the Regional Conference proved very useful in discussing the programmes of the individual centres. The centres thus gained mutually by one another's experience. He praised the organisation of exhibition and the interest taken by the Centres.

He described that the scheme of providing extension services to the primary schools is very important and vital. The centres should develop such procedures of work as will prove helpful to the other training institutions also.

He praised the hard work put in by the participants of the conference, which had helped a good deal in clearing the doubts of the field workers. The conference provided a great phillip to the future work of the extension centres.

(i)

IMPORTANT RECOMMENDATIONS

SUMMARY OF DECISIONS ARRIVED AT THE REGIONAL CONFERENCES OF THE SOUTH AND WEST HELD AT DHARWAR AND GARCOTI HELD FROM 22ND NOVEMBER TO 30TH NOVEMBER, 1965.

A. School Level:

1. The schools should introduce a few developmental projects.
2. Some schools should carry out experimental projects under the supervision of Extension Centres.
3. Schools selected for intensive work should have full programme of activities with a view to lead the school to become a model school.
4. All schools should strive to develop better school community relations.
5. All schools should introduce the following programmes
 - (i) Improvement of teaching of Science
 - (ii) Introduction of kitchen gardening
 - (iii) Improvement of teaching of Arts and Craft
 - (iv) Survey of the position of teaching science.

B. Centre Level:

1. Centres should hold intensive programmes in relation to the above.
2. Other programmes of in-service training should also be organised.

C. Publications:

The centre may bring out the following publications:

- (i) Extension News Letter, which may be mimeographed.
- (ii) Teaching suggestions - which may be printed or mimeographed.
- (iii) Annual number - which may be printed and sent to all the Extension Centres.

(ii)

D. Library Services:

Library services may be provided for (i) children
(ii) Teachers (iii) Community members.

E. Miscellaneous:

1. Centres should make an effort to introduce minimum basic education programme in as many as schools as possible.

2. Full Basic Education programme should also be introduced.

F. 1. Centres should revise their annual plans in the light of discussions held during the Conference.

2. Centres should involve the teacher-educators of the training institutes as far as possible in the Extension work.

3. Centres are requested to offer suggestions for the improvement of the proforma of quarterly report.

4. Centre should have self evaluation of the Extension activities by every year.

5. The meeting of the Advisory Committee should be held at least twice a year. Members of the Committee may also visit schools in a group. They may pay the first visit in the mid-term and the other at the end of the session.

6. Prizes should not be given from grants.

7. While organising exhibitions, centres may see that science corner, corner for arts and crafts and literature prepared by the children etc. are properly developed.

8. Centres should prepare bench-mark data concerning the schools and they should be placed in the individual school files. The National Institute of Basic

Education may be intimated as soon as this

(iii)

The Periodical assessment in case of each school should be made against the present position to see how far the school is progressing.

9. Exchange of teaching aids may be tried and their utility examined.

.....

H. . Appendecis

- (a) Chief Guest - Dr. (Smt.) Chitra Naik
Director,
State Institute of Education,
Poona (Maharashtra)
- (b) Director of the Conference - Dr. D.V. Chikermani,
Hony. Director,
Extension Services Centre,
Gargoti. (Maharashtra)

(c) List of Participants

<u>Name</u>	<u>Designation</u>	<u>Place</u>
Dr. (Smt.) Chitra Naik	Hony. Director	Poona
Shri D.V. Chikermani	Hony. Director	Gargoti
Shri S.R. Londhe	Hony. Director	Amravati
Shri K.L. Basu	Hony. Director	Bhopal
Shri Prem Narain Rusia	Hony. Director	Kundeshwar (Tikamgarh)
Shri I.L. Mathur	Hony. Director	Tonk (Rajasthan)
Shri Shiva Kumar Sharma	Research Officer	S.I.E. Udaipur.
Shri K.S. Pokade	Coordinator	Amravati
Shri M.G. Mali	Coordinator	Gargoti
Shri V.P. Tambe	Coordinator	Poona
Shri G.C. Saxena	Coordinator	Bhopal
Shri G.S. Bhatnagar	Coordinator	Udaipur
Shri P.S. Shrivastava	Coordinator	Kundeshwar (Tikamgarh) M.P.
Shri K.S. Rawat	Coordinator	Tonk

(d) Resource Persons

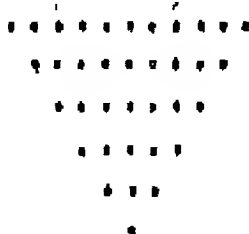
- (i) Prof. H.B. Majumder, Head of the Department of Basic Education, D 14A/6, Model Town, Delhi-9.
- (ii) Dr. G.N. Kaul, Field Adviser, Department of Basic Education, D 14A/6, Model Town, Delhi-9.
- (iii) Shri M.R. Chilana, Field Assistant, Department of Basic Education, D 14A/6, Model Town, Delhi-9.

(e) Name of Recorder

- i. Shri Shiv Kumar Sharma.
- ii. Shri G.C. Saxena.
- iii. Shri G.S. Bhatnagar.
- iv. Shri P.S. Srivastava.

(f) Titles of Papers Read

- i. Improving Science Education
by Prof. H.B. Majumder
- ii. Improvement of Art Education
by Shri S.C. Chaudhury
- iii. Starting Kitchen Gardening
by Shri Q.L. Bagra
- iv. Brings School and Community Closer
by Shri M.R. Chilana
- v. Role of Coordinator,
by D r. G.W. Kaul.



Report of The Regional Conference
of Hony. Directors and Coordinators
of Primary Extension Services Centres
of the Eastern Region held at Bikram
(Bihar) from 2nd February to 5th
February, 1966.

Compiled by

Shri S.K. Chaturvedi

DEPARTMENT OF BASIC EDUCATION
(National Council of Educational Research and Training)
D 14A/6, Model Town, Delhi-9.

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A. (1) Introduction

The Regional Conference of Hony. Directors and Coordinators belonging to the Eastern Region was held at Govt. Teachers Training School, Bikram (Distt. Patna), Bihar from 2nd to 5th February, 1966.

During the Conference, five centres namely Patna, Chiri and Bikram (Bihar), Imphal (Manipur) and Agartala (Tripura) were represented by five Hony. Directors and four Coordinators. The centres at Morigaon and Kokrajhar (Assam), Kalanabogram and Banipur (West Bengal), Salipur and Chhendipada (Orissa) were not represented as the coordinators were having training in Audio-Visual Education at the Department of Audio-Visual Education at that time and the Hony. Directors could not attend for various reasons.

Shri Abdul Jabbar, Hony. Director, Bikram, directed the conference.

.....

2. Inaugural Session

The Conference was inaugurated by Shri S.M. Ahmed, Additional Director of Public Instruction, Bihar.

Shri Ahmed, said that unfortunately there had been a very rapid decline in the academic standards and tone and discipline of the teachers and institutions. Some of the causes of this decline are as follows:-

1. Quality of the general education of the teacher is not good.
2. Quality of the pre-service training imparted to the teachers is also not good.
3. Professional inertia which overtakes the teachers.
4. Absence of good attitude towards life and work.
5. Vicious practice of easy promotions from class to class and easy admissions in the training school.
6. Presence of a large number of untrained teachers in our schools.
7. Inability or unwillingness of teachers to use methods and skills acquired during the training period.
8. The malady of private tuition.
9. Infrequent or little use of teaching aids and appliances.
10. Unsuitability of syllabus and text-books.
11. Financial stringency of teachers.
12. Faulty system of examinations.
13. Ineffectiveness of inspection and supervision

After dwelling at length on the decline of academic standards he suggested that Extension may work for raising the standards.

He asserted that the Extension work should be carried out with the following objectives in view:-

1. To increase the professional competence and usefulness of teachers.
2. To effect qualitative improvement in teaching techniques.
3. To develop professional unity and cohesion.
4. To help re-construction of education at elementary level.
5. To give proper advice to those who are engaged in the work of educational administration.
6. To pay special attention to the teaching of crafts.
7. To develop correct attitude towards the community
8. To develop certain specific projects and imparting training in implementing them.

In the end he exhorted the training colleges and the Extension Departments to work together with an optimistic attitude towards the work ahead.

B. Work Session

The session started with an introductory talk by Dr. G.N. Kaul. He traced the growth of the idea of holding Regional Conference. Referring to the work-conference held at Mysore in which all the Hony. Directors and Coordinators participated, he said that this group was a large group and it was not possible to work and understand each of them. It was much better to sit face to face and talk in much smaller groups and discuss problems and shortcomings and work out plans for the future. It was to meet this need that the regional conferences were held. Experience of the earlier conferences at Dharwar and Gargoti proved useful and encouraging. He regretted that there was thin attendance at Bikram due to training course in Audio-Visual Education organised by the Department of Audio-Visual Education for the Coordinators at Delhi.

After the opening remarks by Dr. Kaul the programme of the Conference was discussed and minor adjustments were made on the suggestion of the participants.

(i) Annual Reports (1964-65)

(a) Extension Centre, Chiri.

The main features of the report presented by the Hony. Director of Chiri Centre are as under:-

1. Five central schools were selected by the centre as central schools and neighbouring schools were attached to them.
2. A Conference of Headmasters was held in September, 1964.
3. A second Conference of Headmasters was held in February, 1965 to discuss and work out details of ten projects suggested by the State Institute.
4. A third Conference of Headmasters was held in May, 1965 to review the work done in 1964-65.

5. A refresher course in 'Hindi Teaching' was organised for six days.
6. A short training course in 'Craft Teaching' was conducted.
7. Drive to improve enrolment of children in schools.
8. Celebration of JAYANTIES in associated schools e.g. Gandhi Jayanti, Rajendra Jayanti, Celebration of Children's Day, Republic Day and Independence Day.
9. The following projects were started by the Centre in all the associated schools at the suggestions of State Institute of Education, Patna.
 - i. Gardening or Elementary Agriculture.
 - ii. Improvement of Handwriting.
 - iii. Acquaintance with the lives of greatmen.
 - iv. Improving reading skill of children.
 - v. Making the outlook of the schools attractive.
 - vi. Improving attendance and reducing wastage and stagnation.
 - vii. Cleanliness. (Personal and environmental)
 - viii. Newspaper reading in schools.
10. The following five projects were taken in five different schools for intensive work:-
 1. Improving attendance in schools.
 2. Organising debates, lectures and discussions.
 3. Improvement in handwriting.
 4. Beautification of schools.
 5. Organising sports and games.
11. The Coordinator visited all the associated schools.
12. The following two difficulties were pointed out to the centre:-

(a) The Centre is situated in a hilly region.

Schools are situated at long distances and it is difficult to contact the schools due to uneven surfaces and rivers etc.

(b) The residents are mostly adivasis who are most backward and it is very difficult to seek community cooperation in the programmes of the centre.

13. The following complications were also pointed out regarding service conditions of the Coordinator:-

(a) The Coordinator has not been placed in the replacement scale.

(b) The Coordinator has been appointed but his post has not been created by the State Department of Education.

(c) The Coordinator is not getting his salary since appointment due to these complications.

(d) The Coordinator was appointed in the scale Rs. 150-10-230-EB-15-350 which is neither Council's scale nor the scale in which the Coordinator was working prior to his appointment.

After presentation of report by the Hony. Director it was discussed by the participants. It was enquired as to what was actually done in the project on Improving Attendance. The Hony. Director stated that enrolment as well as attendance was very low in schools and the project has helped in increasing enrolment and attendance both. Teachers along with the pupil-teachers of the Training Schools went to the graudians and persuaded them to send the children to the school. The participants felt that the project was not planned in a scientific way as enrolment and attendance are two different things and should have

plans. Participants enquired as to how the centres schools worked. It was stated that they were utilised for organising conferences of teachers of attached schools for giving instructions and for organising recreational and cultural activities and exhibitions. Participants suggested that the central school might be used for (a) Demonstrating the working of projects in schools, (b) A sub-centre for the issue of library books (c) Holding seminars etc. for associated schools. The groups pointed out that the in-service programmes organised by the centre did not reveal any relation to the projects undertaken. It was, therefore, suggested that projects may be decided first and then the in-service programmes may be organised. Groups of teachers may sit together and prepare instructional material for teachers.

The group thought that the base line data for all the associated schools should be collected by each centre. Separate file should be maintained for each of the schools and it should contain the bench-mark data and other information regarding the school.

The report did not say anything regarding library services and training courses. It was, therefore, suggested at the that sub-centres, library services may be organised for associated schools.

(b) Extension Centre, Agartala.

The main features of the report presented by Agartala Centre are as under:-

1. Five sub-centres were selected for the work of Extension Services Centre.
2. Five Zonal Conferences of Headmasters of the associated schools were organised at the five sub-centres to explain the aims and objectives of the Extension Services Centre.

3. At five sub-centres five discussions were organised on improvement of handwriting of the children of lower grades. Demonstrations were also given along with these discussions.
4. One short term Training Course was organised for teaching of English.
5. A short term Training Course in Science was also organised.
6. Annual tentative plan has been prepared assessing the needs of the schools which include two types of plans:-
 - (a) Plan of the extensive work.
 - (b) Plan of the intensive work.
7. Teaching aids and other equipments were given to fifty schools @ Rs. 100/- per school out of the grant of Rs. 5000/- meant for the purpose.

After presentation of report by the Hony.

Director of the Centre, it was discussed by the participants.

group and parts of the report.

The discussion led to the following suggestions:-

1. Duration of the training course should depend upon the objectives of the course. We should not try to cover too much in too short a time.
2. Each activity or programme should have a follow-up.
3. Techniques to know the needs of schools should be developed by the centre. One suggestion in this regard was to hold conferences of headmasters and teachers, collect problems and tabulate them.
4. Cooperation of inspector should be sought.
5. Each project should be properly planned.
6. Main line college should be involved in the project.

On enquiries it was also made clear that coo from the training college faculty was available to the maximum.

The report made no mention of publications, library services and audio-visual services.

The Centre was intending to take up projects administering achievement tests, intelligence tests et It was, however, suggested that such projects may not taken up now and instead some experimental projects and some action research projects may be taken up.

(c) Extension Centre, Imphal.

The main features of the report presented by Imphal Centre are as under:-

1. A short course Training in Basic Education for untrained teachers.
2. A Refresher Course in Basic Education for trained teachers.
3. A workshop-cum-training course in Audio-Visual Aids.
4. Two seminars on teaching of Mathematics and Mother Tongue.
5. A seminar on teaching of Health and Hygiene.
6. Inter-School visits.
7. Fifteen talks in selected schools on topics such as Educational Guidance, Panchayati Raj, Community Development and the Role of teacher and Correlated Method of Teaching.
8. The following projects have been started:-
 - (a) School beautification project in five selected schools..

(b) Gardening Project in every school.

(c) Utilising Local Festivals in Education.

(d) Training of Bankers.

(e) School Magazine.

(f) Utilising Visits of Important persons from other parts of the country.

(g) Improving Class-room Equipments.

9. Organising Mobile Library services.

After the presentation of report by the Coordinator, the report was discussed by the participants. The programme of Inter-school visits for the teachers of associated schools was appreciated. The occasion was utilized to study the working of projects taken up by the schools.

The teachers were especially benefitted by it.

The discussion led to the following suggestions:-

1. All programmes should be evaluated.
2. The extension centre should not spend much on projects like school beautification. Schools should do it on the basis of self help.
3. Seminars of a general pattern may be organised for all and not only for a few schools.
4. The working of the mobile library was appreciated. It was, however, suggested that ways should be found out to see that teachers read.
5. It was also suggested that the process of organising the seminars and then deciding the projects may be reversed. It is better first to decide the projects to be taken up in the schools and then organise the seminars or workshops to implement them. The process should be projects first and seminars next.

(d) Extension Centre, Bikram.

The main features of the report presented by the Centre are given below:-

1. A one day seminar of Headmasters in September, 65 in which scheme of extension and its utility was explained.
2. A one day seminar of teachers was organised in January, 1965 in which programme of decoration of schools and its effect on children was discussed.
3. In May, 1965 one day seminar of teachers was organised in which eleven projects were explained for adoption in schools.

The following projects were suggested:-

- (a) Forming good health habits.
 - (b) Agriculture - Gardening.
 - (c) Cultural and Recreational Programmes.
 - (d) Village Extension and Social Services.
 - (e) Games and Sports.
 - (f) Cleanliness of school building and its decoration.
 - (g) Handwriting.
 - (i) Checking of wastage and stagnation.
4. A four day workshop of teachers in July, 65 in which lists of Projects were prepared in the following areas:-
Language, Mathematics, Social Studies, General Science, Fine Arts and Music, for class I to V and English for class VI and VII.
 5. A cyclostyled Quarterly News Letter.
 6. Inter-school visits to some schools by all the Headmasters of the Associated Schools.

After the presentation of report by the Hon'ble Director of the Centre, it came up for discussion. It was

a general feeling that report did not reflect the actual work done by the centre. The centre could not put forth any plan and could not say how so many projects were organised. Participants could not understand how eleven projects were discussed just in one day. The Hony. Director and Coordinator could not give a clear picture of the projects that were formulated and given to the teachers. Clarifications were sought about the method used to develop and carry out the projects. This also could not be given.

Participants also wanted to know as to how projects in the areas of Language Mathematics, Social Studies, General Science, Fine Arts and Music and English were prepared along with the list of teaching aids needed within a short period of four days. It was felt that the time devoted was most inadequate, or the methods adopted were not proper.

The following suggestions were offered to the Centre:-

1. The projects should be drawn properly.
2. Adequate time should be given to discuss projects with the teacher.
3. Schools should be visited in connection with the projects.
4. Procedure should be developed to know that books issued to teachers are read by them.
5. Teachers may be suggested books pertaining to the projects.
6. It was further suggested that only those books should be purchased which are needed and relevant, understandable and written in mother tongue or regional language. A few further suggestions that are as follows:-

(a) One book may be issued to each of the teacher and he may be asked to review it.

(b) The review may be published in the Centre's Newsletter.

(c) Books may be made available at the sub-centre

(e) Seminar Reading Programme may be started at the Elementary Level as is being taken up at Higher Secondary Level by the Department of Field Services.

Regarding supply of the materials to the schools out of Rs. 5000/- grant, it was clearly stressed that material supplied should be against some projects and it should not be done in the arbitrary manner in which it was done by the centre.

(e) Extension Centre, Ratna.

The following are the important features of the report:-

1. Selection of schools.
2. Survey of schools.
3. Organisation of four seminars of teachers.
4. Formulation of projects and annual plan of work.
5. Project for establishing book-bank.

The way in which the centre had started its work appreciated. It began the work by carrying out a survey, finding out problems, organising seminar and formulating projects. The centre has also prepared a bench mark data for each school. During discussion it transpired that the centre did not consult anyone while preparing the annual plan.

The following suggestions were offered in this connection

(a) All concerned may be consulted.

(b) Schools may be asked to organise staff meetings to suggest problems.

(c) Inspecting agency and also other persons useful in the programme, may be involved.

(d) Visits may be paid to schools to know the problem.

The project on book-bank evoked sufficient interest. Several clarifications were sought. The main features of the project are as under:-

(a) Successful students are requested to deposit the books in the bank.

(b) The students can borrow books from the bank for one year and return them after one year.

(c) The student is, responsible for the maintenance of the book.

(d) Useful magazines ^{are} also deposited in the bank.

(e) The account of the bank is kept by the students.

(f) The life of book is prolonged.

(g) Poor students are benefitted.

(h) Students may take care of the books.

- 1 -

(II) THE SIGNIFICANT ACTIVITY OF THE YEAR 1964-65.

(a) CHIRI.

The centre reported 'Enrolment Drive' as its most significant activity of the year. Under this drive the teachers and students of one school with the help of some pupil teachers of the training school conducted a survey of the school area in respect of the children of the age group of 6-14 years and found out the number of children not attending any school. The teachers went door to door contacting and convincing the guardians. The area is inhabited mostly by aborigines who are addicted to drinking. They are poor and take the help of their children in increasing the income of the family. This was a special difficulty in getting the children enrolled in the school. Therefore, along with enrolment drive, anti-intoxication drive was also launched. The Coordinator and the teachers contacted people, delivered lectures and tried to convince them to give up this habit of drinking.

Clarifications were sought whether it was a project of the centre or of the school. It was stated that it was a project of the school but centre identified it itself with it. The drive succeeded and students were enrolled in all the classes. Discussion revealed that enrolment drive is a major project of the State Department of Education and it was asked whether the centre could claim it as its significant activity.

Further the centre did not give figures of enrolment, nor did it say as to how many could be retained. One of the aims of the project was to lessen the habit of drinking by the members of the community. But the centre did not say whether it succeeded in doing so.

The group offered the following suggestions:-

1. The centre should be clear about problem.
2. Steps must be taken to achieve the objectives of the project.

3. All steps should be considered and taken for each project.
4. The project did not indicate what steps would be taken to retain students. This should also be done.

(b) AGRICULTURE.

The centre reported a project on Paper-Making as the most significant activity of the year. The project was limited to those teachers alone who were interested in it. The project was conducted in a simple way. Demonstrations were given and practice in making paper followed. Some materials were provided to the schools. Attempt was made to correlate the craft with teaching.

(c) II PHASE.

The centre reported 'School Beautification Project' as its significant activity. Under this project the building was white washed, surrounding areas cleaned, the playground levelled and one latrine was constructed. And a new partition wall in a big room was constructed. Pupils, teachers and guardians all participated in the programme.

On queries by the participants, it was stated that the guardians did not contribute any cash for the success of the project but served tea etc. free to all the teachers, pupils and other workers of the community who participated in the project. Some also offered physical labour. Participants appreciated the attempts of the centre in seeking the cooperation of the community.

(d) BIKRAM.

The centre reported that the most significant activity during year was a 'Project on Universal Compulsory Free Education'. It was actually a drive to increase enrolment in the schools. It was felt that the report

were an essay on the topic. It did not say what the problem was, what were the steps taken to solve it and what were the steps to enrich it. It was felt that coordinator needed training in writing a report or in describing a project.

(c) P.M.F.

The centre did not present a formal report regarding its scientific activity during the year, but it was reported that a project on 'Book Bank' was its most significant activity of the year. This project was already discussed in detail when the report of the centre on the work done during the year was presented and discussed.

Therefore, no fresh discussion was resumed on the topic.

(III) Follow up of work Conference at Mysore.

No centre except Chitri had carried out the programmes suggested by the Conference at Mysore. The

Centre had introduced, sat, prayer and community life. a week refresher course in the teaching of craft and a seminar on 'Healthy Living' was also organised for six days.

The other centres reported their inability to implement recommendations either due to change of

Coordinators or due to the unstable state of affairs in respect of service conditions of the Coordinators.

(2)

Papers presented

(i) Improvement of Science Teaching in Primary and Middle Schools.

Prof. H.B. Majumdar presented a paper on the

subject and discussed the need of science education in the modern age. He stressed the need to develop and to sustain the scientific mind, critical thinking, curiosity, power

of observation, creativity and ability for problem solving. He stressed the necessity to do a piece of work in a scientific way.

For the development of science teaching, he raised a number of questions and problems to be studied by the participants and then suggested a few steps to be taken up by the centres. The most important and the first step that was suggested was that the centres should make a quick survey of how science is being taught in the schools. The second step was to organize a conference of teachers, intimate the result of survey and decide the items of improvement according to a phased programme. The third step was that the centres should organize courses for the teachers in content and methodology, formulate units of class-wise and follow-up the work in a planned manner. It was suggested that at the end of one year the activity should be evaluated and a report should be prepared on it. The study was to be taken up by the centres as well as well as by the schools as a cooperative study.

The project was welcomed by the participants and it was decided that all the centres will take up this project.

(ii) Formulating a Project.

Dr. G.M. Kaul initiated the discussion on formulating a project. He defined a project as 'an activity carried out to completion in its natural setting. He spoke of two kinds of projects—an experimental project and a promotional project. An experimental project has a hypothesis on the basis of which the experiment is conducted and if the hypothesis proves correct certain generalizations are found out which can be applied to similar situations. A promotional project is not out to prove a hypothesis. It utilizes the already known good practices and strengthen the educational process.

The following points emerged out of the discussions:-

1. In an experimental project the person who carries it out be well trained in conducting the experiment.

2. In a promotional project the teacher who carries it out should know the good practices very well and should apply this knowledge in implementing his own project.

3. The main steps in a project are as under:-

- (a) Statement of the project in clear terms.
- (b) Delimitation of the project.
- (c) Statement of objectives.
- (d) Laying down the procedure.
- (e) Evaluation of the project.
- (f) Follow-up programme.

4. Promotional projects should be taken up by all

the schools in the areas chosen by them, some centres may take up some experimental projects under the guidance of the State Institute of Education or any other expert

organization. The centres attached to State Institutes may concentrate more and more upon the experimental projects as they have better personnel and better resources than those centres which are attached to elementary training

institutions.

(iii) Prof orma for Quarterly Reports

The discussion on improving the prof orma for

quarterly reports was initiated by Shri S.K. Chaturvedi.

What he gave purposes of the prof orma for quarterly

reports as given below:-

1. It should help the Hon'y. Directors and Coordinator

in the self-evaluation and self-assessment of various

programmes of their centres. It should help the centre find

out whether the progress under each category fulfilled the

targets laid down earlier.

2. The information contained should help the

Department of Basic Education to understand:-

(a) How greater assistance can be given to the

centres.

(b) How over all programmes of the centre can be

organised more effectively.

(c) What procedures were to be adopted to carry

out the programmes.

(d) What significant practices may be disseminated

to the other centres.

It was, therefore, suggested that the prof orma

should contain:-

1. Statistical information including total number

of activities, participants, time involved etc.

2. Details of group activities.

3. Descriptive note on the most significant activity

of the quarter especially demonstrating the progress.

4. Special problems faced by the centres in carrying

out the programmes.

5. Expenditure under different heads.

Presenting the new prof orma for consideration, he

stated that it contained the following six points:-

1. General.

2. Statistical statements of activities and details

of activities organised by the centre.

3. Descriptive note on the most significant activity.
4. Follow up programmes.
5. Materials supplied to the schools.
6. Position of utilization of grants given to the centres.

The programme was approved with certain modifications

(3) Some Aspects of Work

(1) Administrative Problems.

The following administrative problems came up for

discussion:-

1. The most important problem for Bihar was the service conditions of the Coordinators. It was stated that the Govt. did not create the post of the Coordinators.

Consequently they were not treated as Government servants

and are likely to lose their lien in their permanent cadre.

The Govt. created a new scale for the post. It was different

from both the original scale as well as the scale offered by

the Council. The scale in which the Coordinators were work-

ing prior to their appointment was revised but the Coordinators

were not given the replacement scale. This was adversely

affecting the Coordinator. In fact the Coordinator of Chit

was not getting his pay although replacement scale was

permitted to him by the Department of Education. It seems that

the State Govt. has not understood the scheme in this regard.

It is necessary for the State to create a post and allow

the Coordinator either to accept the scale offered by the

Department of Basic Education or to accept his own scale

plus 20% of the scale. The total emoluments should not

exceed Rs. 500/-. It was suggested that the centre should

refer the matter to the State Education Department and the

Accountant General. The assistance of Department of

Basic Education may also be taken in this.

2. Hon'y. Director wanted to deputise the faculty

members to work in schools outside the institution's

premises. But they have not been empowered by the State

Department to do so. They, therefore, are not able to get

the assistance of the members of staff. It was pointed

out that the Centre is a part and parcel of the training

institution and the scheme was already accepted by the

State Govt. and so this controversy may not arise but the

participants wanted that the State Education Department should

delegate such powers to the Hon'y. Director of the Centre.

3. The need of the appointment of a Dean in the

Centre was also put forward emphatically by the participants.

The groups were told that the proposal was sent to the Council

for consideration. The Hon'y. Directors were anxious to know

whether they could pay something regularly to a Dean out of

the Council's funds. It was made clear that Council's

permission was necessary for doing so.

4. It was pointed out that the amount of Rs. 2/-

per participant per day was not sufficient. It was made

clear to the participants that the amount of Rs. 2/-

was an average.

5. Coordinators charge transfer P.A. out of the P.A.

allotment of Rs. 250/- given at the Centre on joining the

institution and the result has been that most of the

amount under the head of P.A. gets exhausted and very

little amount is left for utilising for visits to schools.

The schools consequently cannot be visited and guidance

cannot be given.

6. It was contended that there should be provision

of P.A. for the clerk when he goes to encash the bills etc.

to the State Bank at the district headquarters. It was

clarified that it was not possible, and, therefore,

payment of actual expenses out of the funds for

contingencies was suggested.

7. The clerks were not getting house rent allowance and free education for children. It was decided that Department of Basic Education will take up this problem with the State Government.

8. Coordinators were not getting medical reimbursement etc. in Bihar as they were not considered State Govt. servants. Therefore it was suggested by the participants that Department of Basic Education should also take up this matter with the State Education Department.

(11) Organisation of Exhibition

An exhibition was organised at the time of the Conference. Only four centres, namely Bikaner, Chitr, Jaipur and Imperial displayed exhibits. A centre did not display any exhibit. Sri Siddheshwar Dhar Singh, Lecturer in charge of Extension in State Institute of Education, Patna was requested to have a deeper look at the Exhibition and to give his comments. He gave his comments first individually on each centre, exhibits and then on the exhibition as a whole. A discussion was also held and the following points emerged:-

1. The number of exhibits was very small.
2. The exhibits presented were prepared by teachers, pupil-teachers and students.
3. It seemed that some centres presented exhibits purchased from the market.
4. The centres did not show a plan in preparing exhibits.
5. Exhibits which could be helpful in teaching subjects like language, mathematics, social studies etc. were not presented.
6. There were no charts or objects prepared in relation to projects taken by the centres.
7. Some new things were presented well and drew attention also. They were paper-pulp models prepared by children.

Some pictures prepared by children were good.

(111) Visit to the Schools.

The delegates also visited three schools associated with the centre. One of the schools was situated in the

compound of the Training School to which the centre was attached. In this school the teaching of craft had no place.

The teachers knew names of a few projects but they were not sure as to what were the projects taken up in their school

and what procedure they had adopted to carry out the project. Another school which was visited had kitchen gardening.

This project was going on well. The school had also

arranged an exhibition of articles prepared or produced by the students. It was a spacious and neat and clean school. The school had kept its records also very well. A third

school was also visited. It has nothing special to show.

The teachers were questioned about their problems and they

related a few problems regarding inadequate school

building, scarcity of water for gardening work (the school had no garden) and shortage of lat-paties etc. They said

they had no academic problems and they felt no difficulty in

teaching different school subjects. A look into the stock

and issue of library revealed that it was put to a very

limited use.

Later on the participants discussed their visit

to the schools. It was felt that the teachers of the

schools have to be helped to know of their problems,

especially academic problems. This was the first essential

for the school improvement. It was also decided that schools

should have a write-up of each project it takes and teachers

should have full knowledge of the projects they have taken

for the whole school or the individual classes. It was also

stressed that periodical assessment of activities carried out,

must be done by the centre with the help of resource persons,

advisory committee members, and teachers themselves.

(4) Important Recommendations

The conference after discussions made the following recommendations:-

1. All the centres may bring out newsletter which may be cyclostyled.
2. Each centre should publish an annual report of their centre.
3. Each centre should select central schools and try to work through these schools.
4. Whenever it is possible, in service programmes should be organized at the central schools. This will also solve the problem of T.A. to participant teachers.
5. All the centres should make a survey of the position of teaching of Science and launch programmes for the improvement of science teaching.
6. Each centre will first decide the projects for different schools and then organise in-service programmes in relation to these programmes.
7. All the centres will prepare a bench-mark data for all the schools.
8. All the centres will maintain individual files for all the schools and these will also contain bench-mark data.

(c) Concluding Session.

The conference concluded after a few remarks by

Dr. Kaul. He said that extension activity in the country started as a 'venture of faith'. If this venture fails,

educational workers will lose faith in qualitative improvement. Therefore, it is the duty of every extension worker to make this experiment successful. He stressed that every centre should prepare annual plan on the basis of school plans

and should send a copy of it to the Department of Basic

Education by June every year. He said that it was necessary

to establish scientific procedures of work which may be
conducive to the work that we had to do. It was also
essential to involve teachers, teacher-educators,

inspectors, other educational workers and community leaders
at every stage i.e. planning, execution, evaluation and

follow-up.

In the end he thanked the delegates for

participating in the conference and the Hon. Director and
staff of the Training School, Bikaner for helping in the

organisation of the conference.

(a) Working Paper.

NATIONAL INSTITUTE ON BASIC EDUCATION, DELHI
REGIONAL COMMITTEE FOR THE EASTERN REGION
(2nd February to 5th February, 1966)

INTRODUCTION :

The Extension Services Centre have now been functioning for the last three years. We have all these years been holding annual work conferences in which all the Hon'y. Directors and Coordinators participated. This year it has been decided to hold the Regional Conference instead. The advantage of meeting at a regional level is that the number of participants is small and this makes it possible for every individual to participate and discuss matters relating to each centre in detail. It also makes it possible to examine the working of a region as a whole and also the work of the component states. Extension at the elementary level is in infancy and there are many problems both at the academic as well as at the administrative levels. In large group it becomes difficult to locate and discuss these problems in detail but it is eminently possible to do so in a small group. It is, therefore, hoped that the academic as well as the administrative problems of all the centres would be discussed in detail with a view to eliminating handicaps and plan work with better understanding of difficulties involved. The Hon'y. Directors and the Coordinators who have to carry out the programmes will be able to find opportunities to place their programmes before the conference and put their suggestions for improving the method of work.

OBJECTIVES :

1. To review the work done at the centres.
2. To discuss follow-up programmes of
- (a) Work Conferences held at Mysore.

(b) State Level Conference.

3. To evolve principles and procedures for preparing annual plans.

4. To discuss new techniques and method of work
5. To discuss administrative and academic probl
6. To discuss possibilities of enriching the ex

programmes.

PROCEDURE :

The following procedures will be used in conducting the Conference:-

1. Reporting by the participants.
2. Group work.
3. Discussions.
4. Lectures.
5. Holding of exhibition.

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PROGRAMME OF THE REGIONAL CONFERENCE ON HON'Y. DIRECTORS
AND COORDINATORS FOR THE EASTERN REGION, BIKRAM.
(2nd to 5th February, 1966.)

2nd February, 1966.

Forenoon Session :-

Registration and Introduction etc.

Inauguration of the Conference and Exhibition
By Additional Director of Education, Bihar.

Afternoon Session :

Presentation of Reports by the following centres

Imphal, Apatala, Kokrajhar, Marigaon,
Kalababogram and Banipur.

Evening Session :

* Formulating a project - Shri P.B. Sarkar,
Hon'Y. Director,
Kalababogram.

3rd February, 1966.

Forenoon Session :

1. Presentation of reports by Chirt, Biktam
Patna, Salipur and Chhendipada centres.

2. Presentation of one report by each centre
on one most significant activity of the year -
Imphal, Apatala centres.

Afternoon Session :

Presentation of one report by each centre on one
most significant activity of the year - Banipur,
Kalababogram, Salipur, Chhendipada, Chirt,
Biktam and Patna.

Evening Session :

1. Reporting by the centres on the follow-up of the
work Conference held at Mysore.

2. Reporting by the centres on the follow-up of the
State Level Conference.

4th February, 1966.

Forenoon Session :

1. Improvement of Science Education.

* 2. Evaluation of the work of the Extension Services
Centre - By Shri D. Singh, State Institute of
Education.

Afternoon Session :

Visit to associated schools.

Evening Session :

Discussion on School visits.

5th February, 1966.

Presentation of the following papers.

" 1. Project on Kitchen Gardening/Agricultural in schools.

" 2. Improvement of Arts and Crafts teaching.

" 3. Co-ordinators Leadership in organising in-service training.

" 4. School Community relationships.

" 5. Group Dynamics in in-service.

6. Discussion on evolving a programme for quarterly reports - Discussion to be initiated by Shri S.K. Chaturvedi.

Afternoon Session :

1. Discussion on Administrative Problems.

2. Recommendations of the Conference.

3. Concluding remarks.

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Note :- * Discussion on the subjects was not held.

" Papers were not formally presented but were distributed among the participants.

(b) Chief Guest:- Shri S.M. Ahmed, Additional Director of Public Instruction, Bihar. (Inaugurated the conference)

(c) Director of the Conference:- Shri Abdul Jabbar, Hony. Director, Primary Extension Service Centre, Birkram.

(d) List of participants.

1. Shri G.C. Bhatnagar, Hony. Director, Primary Extension Centre, Varanasi.
2. Shri Neel Kant Singh, Hony. Director, Primary Extension Centre, Imphal.
3. Shri Siddheshwar Dhari Singh, Professor-in-Charge, Primary Extension Centre, State Institute of Education, Patna.
4. Shri Sukdeo Prasad, Hony. Director, Primary Extension Centre, Chirri.
5. Shri Abdul Jabbar, Hony. Director, Primary Extension Centre, Birkram.
6. Shri Parash Chandra Bhandary, Hony. Director, Primary Extension Centre, Varanasi.
7. Shri K. Mani Singh, Hony. Director, Primary Extension Centre, Imphal.
8. Shri Yugal Kishore Narain Pati Dubey, Hony. Director, Primary Extension Centre, Patna.
9. Shri Ram Ranjan Prasad Singh, Hony. Director, Primary Extension Centre, Birkram.

(e) Resource Persons:

1. Prof. H.B. Majumder, Head of the Department of Basic Education, (NCERT)
2. Dr. G.M. Kaul, Field Adviser, Department of Basic Education, (NCERT)
3. Shri S.K. Chaturvedi, Field Assistant, Department of Basic Education, (NCERT)



(f) Recorders

1. Shri Yugal Kishore
Narain Puri Dubey

2. Shri Parash Chandra
Bhandari

Coordinator, Primary Extension
Centre, Patna.

Coordinator, Primary Extension
Centre, Waritala.

From 25th to 26th February,
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A. (1) INTRODUCTION

The Regional Conference of Honorary Directors and Coordinators of Primary Extension Services Centres, situated in the Northern Region was held at Government Normal School, Karnal (PUNJAB) from 25th to 28th February, 1966. This was fourth of its kind in the series of Regional Conferences, organised during the year 1965-66.

During the Conference, nine centres, namely, Chandigarh, Karnal & Jagraon (Punjab), Solan (Himachal Pradesh), Srinagar (Jammu & Kashmir), Delhi (Delhi), Lalitpur & Muzaffarnagar & Agra (Uttar Pradesh) were represented by seven Honorary Directors and eight Coordinators. From Srinagar and Muzaffarnagar Centres only Coordinators could participate while from the Lalitpur Centre only Honorary Director was present. Thus no centre remained unrepresented.

Shri Diwan Singh, Honorary Director, Primary Extension Services Centre, Karnal, directed the Conference.

The Inaugural Session started with the welcome address by Mrs. G.Chandra, Dy. Education Officer, Karnal. After welcome address, Dr. G.N.Kaul, Field Adviser, Department of Basic Education, welcoming the chief guest, Dr. V.B.Taneja, Dean Faculty of Education, Kurukshetra University, Mrs. Chandra and all others, stated that it was the fourth conference in the series of the Regional Conferences of Hony. Directors and Coordinators held during 1965-66. He said that Extension in this country began eleven years ago and Dr. Taneja was one of the pioneers in the field. According to Dr. Kaul, the problem of extension at the elementary level was more difficult qualitatively as well as quantitatively. At secondary level there were about 250 Training Colleges and about 100 centres were established, but at the elementary level there were about 1400 Training Schools and only 45 centres. The purpose of opening these centres was not^{only} to improve the elementary schools. But one of the objectives was to find out techniques and procedures which can be used at the elementary level for extension work. The importance of the Extension^{is} being recognised by the States. In fact some States had taken lead in establishing such centres on their own. Gujarat had opened 47 centres and Rajasthan 10. Generally when Extension ~~workers~~ went to schools, the teachers say that they had no academic problems. The reason was that they had not become conscious of the weakness in methodologies and problems of academic nature. An important function of extension workers, therefore, was to work with teachers and help them in identifying their problems. Extension

in the country is in infancy. There is need, therefore, for extension worker to meet and exchange experiences and chalk out new plans and programmes. One of the effective ways of doing so was to hold the Regional Conferences. Meets at the regional level offered close opportunities to review the work done, know the various methods and procedures of work adopted and try to find out possibilities of new methods. Lastly he thanked the various State Departments of Education for the cooperation extended in organising the Regional Conference at Karnal.

Dr. Taneja in his inaugural address traced the history, purpose and importance of Extension in the following manner:-

Extension as an effective activity was for the first time suggested by Mudaliar Commission in 1952. It observed, "However excellent the programme of pre-service training may be, it does not by itself produce an excellent teacher". The first step, however, was taken by the All India Council for Secondary Education by opening Extension Centres in 24 Secondary Training Colleges with the following aims:-

1. Training should become realistic. The training colleges may see the existing conditions of the schools and mould their training programmes accordingly.
2. To bring schools closer to the training colleges so that the schools may receive guidance and advice for improvement.

Problems in education are of two types - qualitative and quantitative.

Due to enactment of compulsory education, enrolment increased in primary, middle and secondary schools. This expansion effected standards to a very great extent. It

is felt that an average graduate in our country cannot compete with an average graduate of foreign countries. though a good graduate can. The position of a trained teachers was also not happy. In 1950-51 there were 1,27,000 teachers in Secondary Schools of India out of which 42% were graduates or post-graduates, 41% matriculates or intermediates, 17% with non-matric qualifications. In 1959-60 there were 2,67,000 teachers out of which 49% were graduates, 40% intermediates or matriculates and 11% non-matriculates. At the elementary level there were 50% matriculate teachers either with or without training qualifications, and 50% were non-matriculates. It is, therefore, obvious that academic background as well as professional competence of teachers has to be improved. Extension is one of the most effective ways of doing this.

Education is a function of time and place. It depends on both. Its system in our country will be different from that followed in U.S.A. and also it will be different from that followed some years earlier in our own country. After 1947, our country has changed. We are in a technological age, the standards of our teachers must improve. Our motto should not be 'more teachers' or 'better teachers' but 'more and better teachers'. We must strive in this direction.

"The strength of an educational system largely depends upon the quality of teachers". I hope this conference will discuss how to improve quality in schools and how to improve the teacher.

Shri Diwan Singh, Hony. Director of Karnal Centre thanked all those who attended the function.

Report of the Work Done During the
Year 1964-65

Extension Centre, CHANDIGARH.

The Centre reported the following main activities organised by it:-

1. A get together meet of the Headmasters of 50 associated schools for one day in July, 1965 to explain the purpose of Extension Services Centre.
2. Formation and first meeting of the Advisory Committee of the Centre in September, 1965.
3. A 'Mathematics Workshop' of two days' duration.
4. A Headmasters' Seminar to acquaint them with school improvement project.
5. Adoption of one school for total school improvement programme by each member of the State Institute of Education's staff.

The report was discussed by the participants.

A point of discussion was the utility of long term and short term seminars. One point of view was that teachers should not be off for so many days from schools. The other view was that short term seminars are not of much avail. The consensus of opinion, however, was that the duration of a seminar should depend on the objective and the type of seminar.

It was asked whether teacher educators could be deputed to some associated school for extension work. It was suggested that it was the duty of the training institution to vitalise the teacher education programmes and, therefore, they should do so with the permission of the departmental officers. It was stressed by some participants that a circular should be issued on behalf

of the Department of Basic Education to all the Director of Public Instruction's to issue instructions to all the inspectors and teacher educators to participate in such programmes. It was stated on behalf of ^{the} Department of Basic Education that as the states had accepted the scheme, no such circular was necessary. It was also suggested that in case of absence of some teachers from the school, pupil teachers may be sent to teach in that school and the teacher educators may be sent to supervise the pupil teachers as well as to provide guidance to the schools.

Doubts were raised about the difference in the role of Advisory Committee and the Programme Committee. It was explained that Programme Committee is restricted to State Institute of Education only. Moreover, the Advisory Committee does only spade work while Programme Committee prepares programmes and helps in implementation.

The participants appreciated the innovations of adopting one school by each member of the staff of the State Institute of Education. The publication of the Centre also drew attention and a request was made to the centre to supply the publication to all the centres in the State.

In view of the highly qualified staff at the State Institute of Education the participants felt that the institute should give lead in carrying out experimental projects and action research.

Extension Centre, KARNAL

The Centre reported the following main activities of the centre:-

1. A two day seminar on making a school community centre.
2. A two day seminar on 'Teaching of different crafts in primary schools and selection of projects.'
3. Two day seminar on 'Correlated teaching of Mathematics and preparation of teaching aid'.
4. Two day seminar on 'Teaching Mother Tongue in Primary Schools'.
5. A two day seminar for selection of projects for the next year.
6. Out of the following 12 projects four projects were taken up by each school:-
 1. Class-room Equipment.
 2. Care of books project.
 3. Pupil's Library.
 4. Beautification of Schools.
 5. Introduction of Spinning Craft.
 6. Introduction of Minor Craft.
 7. Introduction of Health Guidance Programme.
 8. Introduction of Recreation Activities.
 9. Formation of Self-Government.
 10. Flowericulture.
 11. Tree Plantation.
 12. Improvement of Home work.
7. Two exhibitions were organised by the centre.
8. Field work with the help of five trainees to improve one primary school.
9. School visits.

After the presentation of the report by the Coordinator, it was discussed by the participants. Participant wanted to know whether the detailed record of activities

mentioned in the report was ~~maintained~~, e.g. whether the copies of the papers read in the seminar were available or not. The Coordinator asserted that proper record was maintained. It was also enquired whether some report was published after the seminars were over. It was stated that the report should give the mechanism involved in the organisation of activities. The centre has included "wastage and stagnation" as its activity but it was pointed out that this was not so. This was an activity of the Department of Educational Administration and not of the centre. Participants asked for the details of the work done by the centre for the improvement of one school with the help of five trainees under the programme of the field services. In this connection it was suggested that the centre should have assessed the condition of the ~~school~~ prior to the taking up of that project. That would have helped in evaluating the progress of the project. This lead to the need of surveying and preparing a bench mark data for each school.

Extension Centre, JAGRAON.

The main features of the report of the Jagraon Centre are as under:-

1. A two day seminar on 'Discipline in schools'.
2. A two day seminar on 'Teaching of General Science'
3. A two day seminar on 'Arithmetic'.
4. A three day seminar of headmasters on 'General Improvement in Elementary Schools'.
5. A two day seminar on 'Mother Tongue'.
6. A two day seminar on 'Physical Education'.
7. A meeting of Headmasters of selected schools to invite suggestions for providing equipment to the schools.
8. Formation of Parent Teacher Association and holding its first meeting at the centre.
9. Organising various co-curricular activities and competitions at the centre's level, such as:-
 - (a) Children's Fair. (Bal Mela)
 - (b) Handwriting competitions.
 - (c) Skits.
 - (d) Competition for songs.
 - (e) Competition for races.
 - (f) Variety Programme in the aid of Defence Fund
10. Visit to 40 schools by Hony. Director and Coordinator.

After the presentation of report by the Coordinator, it was discussed by the participants. The discussion centred round the project on handwriting. The participants asked as to how the size and cut of the 'Kalam' (pen) was arrived at. It was stated that groups of teachers after discussing and testing 'Kalams' of different sizes, decided its size and cut. A few suggestions that emerged from the discussion are/as follows:

1. Those teachers who are to conduct the project should be given training in good handwriting.
2. A separate file should be maintained for each child.
3. Monthly or bimonthly competition of students should be ~~held~~ and records maintained.
4. The work of each student should be evaluated.
5. A procedure of evaluation should be developed.

The project on Improving Reading Habits of the students should be taken up in more schools. The procedure was appreciated and it was suggested that it should be noted and a brochure brought out on how to develop reading habits.

Extension Centre, SOLAN.

The centre in its report mentioned the following main activities organised by it during the year:-

1. A content course for the J.B.Teachers of Mahasu Distt. on Science and Mathematics.
2. A content course for Primary Teachers of Mahasu Distt. on Science and Mathematics.
3. A seminar for Junior Basic Teachers of Chamba Distt. on construction of simple aids.
4. Workshop of Headmasters on School Improvement Programme.
5. Meeting of Headmasters at the Zonal Level at three places.

After the presentation of report by the Coordinator it was discussed by the participants.

The involvement of inspecting staff in the extension programmes was appreciated. It was felt that organisation of only four seminars was not sufficient.

It was pointed out that the Coordinator was a part-time worker and therefore, he was over-burdened. He should be made a full time worker. During discussion it transpired that the ~~coordinator~~ had not visited the centres. The schools are situated at long distances, therefore, it is not possible for the Coordinator to cover all the schools. It had not been possible for the centre to give guidance to teachers in regard to the School Improvement Programme.

Some participants wanted to know as to how the centre could organise the seminar in two important subjects Science and Mathematics just within two days. It was felt that there should have been separate seminars for these subjects.

Extension Centre, L.LITPUR.

The report of the Centre mentioned the following main activities carried out by the Centre:-

1. Survey of the associated schools.
2. Selection of five schools for intensive work and implementation of intensive programme under the guidance of teacher educators.
3. Demonstration lessons by the teacher-educators for the guidance of Primary Teachers.
4. A seminar of Headmasters for three days to give knowledge regarding the extension programmes and to discuss the programme of school improvement.
5. Student Enrolment Drive for one week, twice during the year.
6. A community camp of pupil-teachers in one Primary School to develop it as community centre also.
7. The film shows arranged at the Centre under the AUDIO-VISUAL Services.

After the presentation of the report by the Hony. Director, it was discussed by the participants. On queries it was revealed that centre had not received Rs. 5,000/- grant for providing equipment the Primary Schools. It was stated that the State Education Department had asked the Centre in January, 1966, whether it could utilise the grant, if given, before 31st March, 1966 and the Centre replied to

in negative. Clarifications were sought regarding the work done by the teacher-educators in the five intensive schools. It was explained that they gave demonstration lessons in the school and also helped in introducing projects like cleanliness in the school. Regarding the criteria for selection of intensive school, the following points came up:-

1. The teachers and the headmasters should be cooperative.
2. The community should be cooperative.

3. The school should be easily accessible.
4. The school should have minimum physical facilities.
5. The teachers should be receptive to new ideas.
6. Inspectors of the area should be cooperative.

It was also asked as to what was the practical work done in the three days Headmaster's seminar. It was stated that time tables for Single Teacher Schools, Two Teacher Schools, Three Teacher Schools were prepared. It was suggested that Centres may, by correspondence, also work in collaboration with each other on such common programmes. All the - - centres were requested to send a copy if of the time tables/prepared by them to the Department of Basic Education.

Extension Centre, AGRA.

The main features of the report are as under:-

1. Mention of difficulties regarding non-receipt of grants.
2. Mention of difficulties regarding late appointment of Coordinator.
3. Taking up of the following projects in the attached Model School of the Training College:-
 - (a) National Anthem.
 - (b) Multiple class teaching.
 - (c) Cleanliness.
 - (d) Handwriting Improvement.

On seeking clarifications, it was explained that in 1963 grant was received but the State Education Department asked the centre to deposit the grant in the state treasury and asked the centre not to operate on it. During the current financial year the State Government had released a grant of Rs. 3,000/-. This amount was just sufficient for the pay of the staff and no programme could be held.

The Centre had prepared time table for Single Teacher Schools. It was asked to send the same to the Department of Basic Education. The discussion led to the following suggestions:-

1. Attention should be paid to the seating arrangement of each class.
2. Group work should be encouraged.
3. Teachers should work with one group at a time.
4. Other groups should be taught to work by themselves.
5. There should be ^avariety in the method of writing by each group.
6. Physical work should be provided at ^aproper time.
7. School timing may be suitably adjusted to meet students' needs.

On queries, it was stated that the Advisory Committee had not been formed. This should be done as early as possible.

Extension Centre, MUZAFFARGARH.

The main features of the report presented by the Centre are as under:-

1. The report mentioned the difficulties regarding grants. The non-recurring grants were utilised but recurring grants were not utilised.
2. No work was done in 1964-65. Coordinator was appointed in November, 1965.
3. The Advisory Committee had been formed and one meeting was also held.

It was hoped that the Government would find a way to release grants. The Department of Basic Education should move U.P. Government in this respect and the officers from the Department of Basic Education should visit the Centre and then contact the U.P. Government and solve the difficulties of the Centres.

Extension Centre, SRINAGAR.

The main features of the report are as follows:--

1. A seminar on Audio-visual Aids in which charts and models were prepared.
2. A seminar on Geography and General Science.
3. Workshop of Headmasters at the time of State level conference.
4. Guidance visits to the schools.
5. Working out a guide-book on syllabus for the teachers of the State.

The participants appreciated the project on preparing guide books for teachers. It was suggested that syllabus guide books should be distributed among all the centres. It was also suggested that the other centres may also take up such work. They may hold a seven to ten days workshop and produce such guide books on syllabus. The group felt that whenever something is published it should be sent to all the centres.

The centre stated that every school had been visited 3 or 4 times during the year. This was appreciated.

It was asked as to what had happened to the School Improvement Programme for which workshop was organised last year. It was stated that most of the schools have prepared general and specific school improvement programme. For follow-up the Coordinator had visited the schools. The details of one Handwriting Project were given by the Coordinator.

The Centre mentioned three publications at its credit.

Audio-visual Services are organised in collaboration with the Audio-visual Unit of the State.

The Centre had not held any meeting of Advisory Committee till then.

Extension Centre, DELHI.

The main features of the report are given below:-

1. A workshop on 'Planning of Session's work' for the Headmasters.
2. A workshop of ten Headmasters on 'To plan the calender of Activities for Extension Schools'.
3. A discussion session of twelve Headmasters on 'Cumulative Record Cards' developed by the Centre.
4. A refresher course in 'Teaching of General Science in Primary Schools'.
5. A meeting of Heads to gather suggestions to improve Centre's activities.
6. A workshop on 'Planning for Projects in Schools'.
7. A symposium on 'Human Relations in Schools'.
8. A workshop on 'Use and Preparation of Teaching Aids'.
9. A meeting of the study circle to evolve in-service programme in the teaching of reading in Class I.
10. Panel discussion on 'Preparing Children for Beginning Reading'.
11. A symposium on 'Basic Education & Urban Schools of Delhi'.
12. A story telling competition for children and teachers of the fifty associated schools.
13. A Handwriting Competition for the students of class III & IV.
14. Publications:
 - (a) First Bulletin titled 'Prasar Seva'.
 - (b) Students cumulative Record Cards.
 - (c) Division of Primary Syllabus in Correlated and Monthly Units.
 - (d) Vigyan Siksha Main Saral Prayog.

15. Study Circles in New Delhi Municipal Committee Schools.
16. Library Services - The Schools were divided into six centres for the purpose of issue and return of library books and the work of distribution of books etc. was done by Heads of the Central Schools.
17. Five demonstrations lesson.
18. Twenty seven films and film-strips were shown.
19. The following projects have been taken up by the schools:-
 - (a) Organisation of Home Task.
 - (b) Improvement of Handwriting.
 - (c) Children's Cooperative Store.
 - (d) Collection of Children's Materials.
 - (e) Children's Self-Government.
 - (f) Children's Birthday Celebrations.
 - (g) Parent-Teacher Association.
 - (h) Nehru Birthday Celebration.
 - (i) Evaluation Work Project.

Presentation of the report by the Coordinator was followed by a discussion on it by the participants.

The project on Cumulative Record Cards attracted attention. Several participants apprehended its usefulness as it was felt that it was quite unwieldy and especially the columns under personality traits could not be objectively filled in by the teachers. It was also pointed out that certain personality traits mentioned in the card were difficult to measure. It was suggested that for evaluating the personality of the child, the teacher must be trained. The attempt, however was appreciated. It was suggested that the card may be simplified or teacher may be trained to utilise it usefully.

Participants got interested in the working of the study circles. The Coordinator described the working and explained as to how it was awakening in the teacher the need to improve.

Activity of the Centre like study circles, library services, calendar of activities, regular system of projects and publications on simple experiments in Science, were very much appreciated.

Report on Significant Activity Carried Out
During the Year
1964-65

Extension Centre, LALITPUR

The Centre reported a project on 'Cleanliness' as its most significant activity. It comprised of personal as well as public cleanliness. The main features of the activity are as under:-

1. The project was prepared by the teachers themselves
2. It was taken up in all the fifty schools.
3. Cleanliness committee in every school with students as members and Headmasters as head of the committee were formed.
4. The project envisaged cleanliness at :-
 - (a) personal level.
 - (b) school level.
 - (c) home level.
 - (d) community level.
5. Record of the activity.
6. A meeting of the parents was called before starting the project. A meeting was also held after every two months.
7. The project put a binding on teachers to do what they asked the students to do.
8. The activity was evaluated.

After presentation of report by the Hony. Director a very lively discussion was held. It was asked whether the centre found any difficulty in making the teachers draw water from the well. It was replied that no such difficulty was felt because teachers themselves drew up the programme. It was suggested that there should not be so much rigidity in the programme as was described in the project. It was also pointed out that cleanliness programme regarding the village should not create indifference in the villagers towards cleanliness. They should not expect the students to do it for them. The following suggestions were also offered:-

- (a) Siphon may be used in place of pots.
- (b) Dettol may be used for the cleanliness purposes.
- (c) Nail-cutters may be used for curring nails.
- (d) The activity should be evaluated periodically.
Director

It was suggested that the Hony./should not have given so detailed directives to the teachers, teacher should be given freedom. However, suggestions may be given now and then. Nevertheless the project was appreciated.

(b) Extension Centre, JAGRAON

The centre reported the project on calligraphy as its significant activity for the year. The main features of this project were as under:-

1. The project was decided in a Seminar on Teaching of Mother Tongue held at the centre.
2. One group in the seminar worked out the details of the project. It decided size of Kalam, size of its 'Tak', type of ink, distance between the lines drawn on wooden plank 'Takhti'. The dimensions of Kalam for different classes were also decided.
3. As a matter of follow-up, schools were visited and it was found that there should be one line more between the two lines on the wooden 'Takhti', so that each letter may be divided into two parts.
4. Schools have started preparing black-ink.

The project was discussed by the participants. The discussion has been reported earlier.

(c) Extension Centre, DELHI

The centre reported that its significant activity during the year was a project on 'Book Bank'. The school did not have a good library. Therefore, it was decided

to take up a project to build a good library through donations and collections. The extension centre organised a meeting of the teachers, students and some parents. It was decided that all the parents be appealed for books and such donations. Accordingly appeals were made to parents and several other agencies and institutions of Delhi and teachers and students met them. The chief donors were parents, children, teachers and Mrs. Chester Bowles of the American Embassy. During the year about 800 books and magazines were collected. A room has been set apart for the use of the collected reading material. A teacher has offered to work as its librarian. He keeps the record of the donations received and issues the reading material.

Questions were asked as to what type of books and magazines etc. were collected and what was the improvement in the reading habits. The books received as gifts were not always good. But the parents made an effort to purchase a suitable book before presenting it to the school. Mrs. Chester Bowles gave books to the tune of Rs. 231/-. The participants stated that old books and books not suited to children needs would prove harmful. Some other suggestions offered are as under:-

1. Students may be encouraged to offer book gifts on their birth days.
2. Old magazines may be purchased or borrowed for students' use.
3. A regular project on developing reading habits may be introduced.
4. A refresher course may be held for teachers for doing this.

(d) Extension Centre, SOLAN.

The centre reported a project on 'Beautification of School and Cleanliness' as its significant activity

of the year. The students and teachers of a few schools were allowed to visit some good schools noted for cleanliness, orderliness and aesthetic sense of beauty. This stimulated the teachers and students to improve the environment of their own school and they took up the project. The teachers assisted the students in chalking out the programme. The work envisaged (a) preparation of charts, mottos etc. (b) laying of ornamental gardens and plots (c) personal cleanliness and (d) cleanliness and beautification of rooms and premises. After carrying out the activity, it was evaluated at the students level, teachers level and coordinators level.

After presentation of the report by the Coordinator it was discussed by the group. The following observations were made:-

1. The details of procedures should have been provided.
2. The centre was not clear about the objectives of project. In this connection it was also pointed out that distinction should be made between the objectives of education and objectives of a project.
3. The objectives of a project should be simple and relevant.
4. Evaluation should be carried out in the light of our objectives.
5. We should also evaluate the activity at different stages.

(e) Extension Centre, KARNAL.

The centre reported 'Care of Books' as its significant activity during the year. The aim of the project was to help students to handle books in a way that the life of the books is prolonged. The following measures were taken for this:-

(a) Card Board covers were provided to the new book

(b) A card was provided in the book in which remarks

were given on the condition of the book such as A,B,C, etc.

(c) Record was also kept in a register with the teacher.

(d) Students who maintained the book in good condition were to be awarded prize at the end of the year.

It was felt that the project is important. But the step in carrying it out were not sufficient. Marks were indeed given for maintaining the books in good condition, but nothing was done to teach students to maintain them in good condition. Giving remarks A, B, C, also was of no use to the children of Primary Schools as they do not understand the meaning of it. It was, therefore, suggested that some other steps which students may understand be taken. Other suggestions offered were:

1. Students of class I should deposit the books in the school.
2. Students should be encouraged to ^{have} bags for keeping books in.
3. Students should be encouraged to keep the books neat and clean.
4. Students should be taught to keep books at proper places.

(f) Extension Centre, CHANDIGARH

The centre reported that as the centre was new, it could not carry out any significant activity.

(g) Extension Centre, SRINAGAR.

The Coordinator reported that as he reached Karnal directly from Delhi after Audio-visual Training Course and as Hony. Director could not come he was not in a position to present the report.

(h) Extension Centre, AGRA.

The centre reported that as the centre had no funds to carry out the activity and also it was without a Coordinator till Nov. 1965, it was not possible to do

any significant activity.

(i) Extension Centre, MUZAFFARNAGAR.

The Coordinator was appointed in November, 1965 and still no funds were provided so it was not possible for the centre to carry out any significant activity.

2. Papers Presented:-

(i) Role of Advisory Committee:

Miss B.Sharma, Hony. Director, Delhi presented a paper on the 'Role of Advisory Committee'. The main points stressed by Miss Sharma were as under:-

Miss Sharma stated that extension to be effective should be a cooperative affair. Hony. Director and Coordinator no doubt are important. But they cannot achieve the objectives by their own efforts. Administrators, supervisors, parents of children and community leaders should also help. As it is not possible to consult every-body individually, therefore, there is need of an Advisory Committee at the centre. The Committee should have the representatives of the following bodies and personnel on its body:-

- (a) The Education Department.
- (b) The Local Bodies or Private management.
- (c) The National Council of Educational Research & Training.
- (d) The Training School Faculty.
- (e) Parents and Leaders of the Community.
- (f) The Headmasters of the Primary School.

The Committee should be a well-knit body of really interested persons. The advisory body should be strictly advisory. It should not have any administrative or financial authority. It should offer suggestions to the school when the school presents its plan for consideration. The members should be genuinely interested.

in education, they should have knowledge of needs and problems of schools. While giving suggestions they should keep the following points in view:-

1. The suggestions given are practicable and can be put into practice.
2. Members should be convinced and be very clear about the suggestions.
3. They must keep in mind the administrative, organisational and financial implications.
4. While giving suggestions they should not make it a prestige point.

After presentation of the paper it was discussed by the participants. The participants were of the view that it was not necessary to have a representative of National Council of Educational Research & Training on the Advisory Committee of the centre as it was not possible except in the case of Delhi Centre. It was also suggested that one representative of the assistant masters may also be kept on the body.

Participants were also of the view that State Institutes of Education should be involved in the Committee. Suggestions were also forwarded to the effect, that duties, powers and functions of the Advisory Committee need to be defined. It was asked if the centre should wait for the approval of its plans of the Advisory Committee. Members felt that the centre need not wait for long for the approval of its programme. Some members asked if members of the Advisory Committee could visit schools. The group felt that members of the Advisory Committee may visit the schools, in the group, but not individually.

(ii) Evaluating the Work Done at the Centre:

Shri L.D.Gupta, Principal, State Institute of Education presented a paper on 'Evaluating the Work Done at the Extension Centre'. The main points stressed

by Shri Gupta are as under:-

Every Human activity whether administration, business or education is purposeful. It has certain objectives and goals to achieve. After some sustained efforts, it becomes imperative to pause and see how far these goals or targets have been achieved. Evaluation or assessment of human endeavours reveals the points of strength as well as of weakness. This also applies to the Extension Centres. These centres, through their varied programmes strive to bring about 'quality education'. Periodical evaluation will help the extension workers to keep close to the right track.

For evaluation an expert committee comprising of officers from the Department of Basic Education, a representative of the education department and one or two Principals of Training Colleges should visit the Extension Centre for two or three days. Evaluation of the work of Extension Centre should aim at assessing the impact of the centre at the school situation. Shri Gupta also suggested a proforma for the evaluation of the centre.

After presentation of the paper, it was discussed by the group. The following suggestions were offered:

1. Evaluation should be thought of in terms of:-

- (a) In individual activity.
- (b) The centre.
- (c) The country.
- (d) The entire project.

2. A centre should, however, think in terms of:-

- (a) its individual programme.
- (b) its experimental projects.
- (c) work in individual schools.
- (d) entire work of the centre.

3. The techniques of extension used.

4. Actual drawing out of proformas and other

details should be kept to each evaluating agency.

(iii) Proforma for Quarterly Reports:-

Shri S.K.Chaturvedi initiated discussion on proforma for Quarterly Reports. He enumerated the purposes of Quarterly Reports and then in the light of those purposes he outlined the broad categories that were necessary in the proforma. The new proforma contained the following six points:-

- i. General.
- ii. Statistical statements of the activities and details of activities organised by the centre.
- iii. Descriptive note on the most significant activity.
- iv. Follow-up Programmes.
- v. Materials supplied to the schools.
- vi. Position of utilisation of grants given to the centres.

The proforma was discussed in the earlier conferences also. Then participants accepted the proforma after understanding its implications.

3. Some Aspects of Work:-

(i) Administrative Problems:-

The following problems came up for discussion:-

1. Jagraon centre reported that it had not received non-recurring grants and was, therefore, in great difficulty for carrying out its work. The centre particularly feels difficulty for want of type-writer, duplicator and bicycle. The centre was informed that the Department was aware of the difficulty and was in correspondence with the Council and the Education Department of the Punjab. On behalf of the Department of Basic Education the back-ground of this difficulty was explained. It was suggested by participants that either the actual expenses may be allowed to the Coordinator within five miles radius or the centre may be allowed to purchase a bicycle out of the recurring grant. The

Department may look into this.

At Jagraon as well as Karnal, the clerks were getting Rs. 15/- as special allowance which is actually paid to steno-typist in Punjab. During discussion it transpired that clerks were not appointed by the Hony. Directors but were transferred from some other place to the centre. Under the scheme the clerk of the Extension Centre is to be appointed by the Hony. Director and should be a temporary person. He should not be given Rs. 15/- allowance. There is provision for the post of clerk-cum-typist, not for steno-typist. Both the centres were asked to send original letters of appointment of the clerk.

Karnal Centre suggested the extension centre should have administrative control on the associated schools. Several other participants were of the view that centres should exercise some control over the schools. But it was pointed out that this will involve the centres in various types of problems and they will not be able to carry out the work entrusted to them.

Solan Centre pointed out difficulty regarding poor service conditions of the clerk. He was not treated as State employee. He was not in the regular cadre and so he was not taking interest. He was on the look out for a permanent job. It was also brought to notice that the Coordinator was not a full time officer. The Coordinator was also not getting 20% special allowance. The other difficulties of the centre are:-

(1) The centre does not have sufficient accommodation. Teachers have to come from long distances. But no arrangement can be made for their stay. Teachers cannot do it by themselves.

(2) The centre had no library, no duplicator, no type-writer and also no funds for it.

(3) The centre wanted a list of approved items.

contingencies.

(4) The centre also experienced difficulty in utilisation of grant-in-aid for the schools because it had to take permission from the Government for the purchase of every small article.

(5) The amount of T.A. provided at the centre was too insufficient because the schools were situated at long distances and it was not possible to meet the T.A. charges out of the T.A. allotment provided. The centre was informed that it need not wait for making purchases upto an amount of Rs.20/- But this should be done under rules. The centre was advised to select schools within ten miles so that T.A. can suffice. The centre was also asked to state as to why it had not purchased the typewriter & duplicator so that the matter could be looked into.

The centres of Uttar Pradesh felt difficult due to non-release of grants. The grants given by the Council were deposited in treasury in 1963 by the order of the Director of Education. Then the grant was released in parts in January or February in subsequent years, and so it was not possible to utilise it. Up-to that time only a part of the original grant given to centres had been released by the State Government. It was suggested that allotment for the salary of the staff may be deposited in treasury by the Council and the rest may be given to the centre for which it may open account in State Bank of India. It was also pointed out that in Uttar Pradesh no Coordinator was getting 20% special allowance. It was very much emphasised that service conditions of the Coordinators should be same throughout the country.

Regarding the payment of T.A. and D.A. to teachers coming from within five miles, it was suggested that they may be given refreshment only. It was also suggested that seminars may be organised at central schools also.

Delhi centre suggested that there should be no seminar or conference after December because it dis-locates work to a very great extent. The Delhi Centre also raised the problem of deciding the limit of honorarium that can be given to one resource person. The question was discussed at length and it was decided that though the criteria must be flexible but it will be good for the centres to limit the honorarium to an amount of Rs. 5/- to its resource person.

The centres have not^{been} provided with a peon. All the centres felt difficulty in getting their work done by the existing peons of the centre. It was suggested that centres may employ casual labour and pay them from the contingencies during the seminar days.

(ii) Organisation of Exhibition:- A small exhibition was also organised during the conference days. All centres unfortunately could not bring their exhibits to the exhibition. The reason was that most of the Coordinators did not come from the centres. They were participating in another conference at Delhi and joined this conference from Delhi direct. Consequently only Delhi and Karnal could get the exhibits. The Hon. Director of Solan Centre was requested to have a close look at the exhibition and give his comments. He regretted that it had not been possible for all the centres to bring their exhibits. The exhibits presented by the Delhi Centre showed a plan behind. Almost all exhibits were useful as teaching aids and were relevant to the syllabus of primary classes. The exhibits were prepared by teachers and students both. The accuracy

of certain exhibits was good. Since, however, all the centres could not bring their exhibits, the exhibition did not give any inspiring look. He hoped that the next exhibition could be more representative.

(iii) Visits to the Schools:-

Three associated schools of the Karnal Centre were visited. The names of the schools are given below

1. Primary School, Dairy Farm.
2. Primary School, Uchana,
3. Primary School, Nilokheri.

The participants felt that the projects carried out in the schools were not adequately supervised. The school could not show any records of projects, their plans or even of the visits paid by the Coordinator or records of the guidance given by him. The participants therefore, made the following suggestions:-

1. Teacher should be made conscious about the projects taken up in the schools. There must be written design of the project in the school.
2. Guidance should be given to schools in projects taken up.
3. The Coordinator should draw out points of reference which he may see on visiting a school.
4. The Coordinator should spend sometime in a school on visiting it.

4. IMPORTANT RECOMMENDATIONS:-

After discussions on various topics, the conference made following recommendations in respect of the working of the centres:-

1. Procedures regarding operation of the grant given to the centre must be the same.
2. Coordinators in all the States should get 20% special allowance.
3. Provision of some allowance should be made

for Hony. Director also. The Department of Basic Education may move the Council in this regard.

4. Regional Conference or National Conferences may not be held after December, 1966.
5. Appointment of Coordinator and clerk should be on uniform lines in each State.
6. Procedure regarding use of contingencies may be finalised.
7. The Coordinator, when he visits schools, should see the work of students as well as working of the projects.
8. Venues of Regional Conferences may be decided sufficiently earlier and the centres may be intimated.
9. Some circle Education Officers, District Education Officers, Block Education Officers and Block Development Officers may also be associated with Regional Conferences.
10. The whole staff instead of one or two may be involved in seminars

CONCLUDING SESSION:-

Dr. G.N.Kaul, Field Adviser, welcomed Mr. P.S. Verma, Education Officer, Punjab. He gave a brief description of the methods and procedures of work adopted for the conference and also stated the major objectives of holding it.

After Dr. Kaul, two participants gave their impressions about the conference. Shri Chadda, Hony. Director of Solan Centre said that he was very much anxious to discuss several problems that he was facing in extension work, the Regional Conference offered him the occasion. He was able to get solution to many of the problems he had and he hoped that the rest of the problems would be solved later on. According to him the programme of the conference was very heavy. He thanked the organisers of the conference for giving him and his colleagues an opportunity to meet and discuss their common and individual

problems. He was followed by Shri Krishan Kant. He thanked all the persons responsible for organising the conference. He said that extension work was the main responsibility of the Coordinator and the Hony. Director was only as guardian. It was good that the Hony. Directors and Coordinators were working in close coöperation. In the conference they got opportunity to compare their troubles, grievance and achievements. According to him one of the great achievements of the conference was that an attitude of accepting our failures and mistakes was developed. Actually, in the conference, participants get opportunity for self-evaluation.

Shri P.S.Verma, Circle Education Officer, delivered the valedictory address. Shri Verma described the conference as 'Ham aq' i.e. a conference of workers having common goals. For launching a programme, he said, one must be thoroughly prepared and once the programme is launched one must be fully thorough. Without these two precautions, he said that the programme may not succeed. We had not done so in launching the Basic Education Programme. We did not prepare adequately for it and we were not thorough about it. We just changed the sign-boards without anything of Basic in them. We started calling them Basic Training Schools. The result was that the concept of Basic Education was neither clear to Training Schools nor to Primary Schools. He, therefore, entrusted extension workers to be clear in what they want to do, prepare for it fully and carry out their programmes most thoroughly. This is the only way to gain confidence amongst teachers, administrators and this is the way to raise the standards of education in the country.

D. Appendices

(a) WORKING PAPER

REGIONAL CONFERENCE FOR THE NORTHERN REGION
(25th February to 23th February, 1966)

INTRODUCTION:-

The Extension Services Centres have now been functioning for the last three years. We have all these years been holding annual work conferences in which all the Hony. Directors and the Coordinators participated. This year it has been decided to hold the Regional Conference instead. The advantage of meeting at a regional level is that the number of participants is small and this makes it possible for every individual to participate and discuss matters relating to each centre in detail. It also makes it possible to examine the working of a region as a whole and also the work of the component States. Extension at the elementary level is in infancy and there are many problems both at the academic level as well as at the administrative level. In large groups it becomes difficult to locate and discuss these problems in detail but it is eminently possible to do so in a small group. It is, therefore, hoped that the academic as well as the administrative problems of all the centres would be discussed in detail with a view to eliminate handicaps and plan work with better understanding of difficulties involved. The Hony. Directors and the Coordinators who have to carry out the programmes will be able to find opportunities to place their programmes before the conference and get their suggestions for improving the method of work.

OBJECTIVES:-

1. To review the work done at the centres.
2. To discuss follow-up programme of
 - (a) Work Conference held at Mysore.
 - (b) State Level Conference.
3. To evolve principles and procedures for preparing annual plans.
4. To discuss new techniques and methods of work.
5. To discuss administrative and academic problems.
6. To discuss possibilities of enriching the existing programmes.

PROCEDURE:-

The following procedures will be used in conducting the conference:-

- (1) Reporting by the participants.
 - (2) Group work.
 - (3) Discussions.
 - (4) Lectures.
 - (5) Holding of exhibition.
- *****

PROGRAMME OF THE REGIONAL CONFERENCE OF HONORARY DIRECTORS
AND COORDINATORS FOR THE NORTHERN REGION.
K A R N A L.

(25th to 28th February, 1966.)

25th February, 1966

FORENOON SESSION:

Registration and Introduction etc.

Inauguration of the Conference and Exhibition by-
Dr. V.B.Taneja, Dean Faculty of Education, Kurukhhetra University.

AFTERNOON SESSION

Presentation of Reports by the following centres:-
Srinagar, Karnal, Solan, Jagraon and Chandigarh.

EVENING SESSION

*Formulating a project- Shri D.N.Muju, Hony. Director,
Srinagar.

26th February, 1966

FORENOON SESSION

1. Presentation of reports by - Muzzaffarnagar, Agra, Lalitpur and Delhi Centres.
2. Presentation of one report by each centre on the most significant activity of the year :- Srinagar Jagraon, Karnal, Solan and Chandigarh.

AFTERNOON SESSION:

1. Presentation of one report by each centre on one most significant activity of the year :- Agra, Lalitpur, Muzzaffarnagar and Delhi.
- *2. Reporting by the Centres on the follow-up of the work Conference held at Mysore.

EVENING SESSION:

- *1. Reporting by the centres on the follow-up of the State Level Conference.

27th February, 1966

FORENOON SESSION:

- +1. Developing school community relationships.
2. Evaluating the work of the Extension Services Centre by Shri L.D.Gupta, Principal, S.I.E., Chandigarh.
3. The Role of Advisory Committee at the centre - Miss B.Sharma, Hony. Director, Delhi Centre.

AFTERNOON SESSION:

Visit to associated schools.

EVENING SESSION:

Discussion on School Visits.

28th February, 1966

FORENOON SESSION:

- Presentation of the following papers:-
- +1. Project in kitchen gardening/Agricultural in schools.
 - +2. Improvement of Arts and Crafts teaching.
 - +3. Coordinators leadership in organising in-service Training.
 - +4. Improvement of Science Education.
 - +5. Group Dynamics in in-services.
 6. Discussion on evolving a proforma for quarterly reports.

AFTERNOON SESSION:

1. Discussion on Administrative problems.
2. Recommendations of the Conference.
3. Concluding remarks.

NOTE:- * No discussion was held on the subject.

+ No discussion was held on the subject but papers were distributed among the participants.

(b) CHIEF GUESTS:-

1. Dr. V.B.Taneja, Dean Faculty of Education, Kurukshetra University.
2. Shri P.S.Verma, Circle Education Officer, Ambala.

(c) Director of the Conference:-

Shri Diwan Singh, Honorary Director, Primary Extension Services Centre, Karnal.

(d) List of Participants:-

1. Shri L.D.Gupta, Hony. Director, Primary Extension Services Centre, Chandigarh. (Punjab.)
2. Shri Man mohan Singh, Hony. Director, Primary Extension Services Centre, Jagraon. (Punjab)
3. Shri Diwan Singh, Primary Extension Services Centre, Karnal. (Punjab)
4. Shri P.N.Chaturvedi, Hony. Director, Primary Extension Services Centre, Agra. (U.P.)
5. Shri B.R.Aggarwal, Hony. Director, Primary Extension Services Centre, Lalitpur. (U.P.)
6. Shri I.D.Chaddha, Hony. Director, Primary Extension Services Centre, Solan.(H.P.)
7. ~~Shri~~ B.Sharma, Hony. Director, Primary Extension Services Centre, Delhi.
8. Shri M.L.Sharma, Coordinator, Primary Extension Services Centre, Chandigarh. (Punjab)
9. Shri Narinder Nath Pangotra, Coordinator, Primary Extension Services Centre, Jagraon. (Punjab)
10. Shri Man Mohan Singh Chaudhry, Coordinator, Primary Extension Services Centre, Karnal.
11. Shri Dhananjaya Kaushik, Coordinator, Primary Extension Services Centre, Muzaffarnagar. (U.P.)
12. Shri C.B. Gupta, Coordinator, Primary Extension Services Centre, Agra. (U.P.)
13. Shri B.S.Gokrokta, Coordinator, Primary Extension Services Centre, Solan. (H.P.)
14. Shri N.N.Razdan, Coordinator, Primary Extension Services Centre, Srinagar. (J. & K.)
15. Shri Krishan Kant, Coordinator, Primary Extension Services Centre, Delhi.

(e) RESOURCE PERSONS

1. Dr. G.N.Kaul, Field Adviser, Department of Basic Education, (NCERT) Delhi.
2. Shri M.R.Chilana, Field Assistant, Department of Basic Education, (NCERT) Delhi.

3. Shri S.K.Chaturvedi, Field Assistant, Department of Basic Education, (NCERT) Delhi.

(f) NAMES OF RECORDERS

1. Shri M.L.Sharma, Coordinator, Chandigarh.
2. Shri N.N.Pangotra, Coordinator, Jagraon.
3. Shri Krishan Kant, Coordinator, Delhi.

END

